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ABSTRACT

The opinions, attitudes, characteristics, and behaviors of continuing education and traditional younger students at Barat College were compared, as part of an evaluation phase project of the Fund for Postsecondary Education. Approximately 20 percent (125 students) of Barat students enrolled during the 1973-74 school year were administered two questionnaires, the standardized College Student Questionnaire (CSQ), Part II, and an in-house institutional activities questionnaire. The CSQ showed that both groups shared similar attitudes toward the appreciation of culture, study habits, satisfaction with faculty, and satisfaction with administration. The in-house questionnaire also showed that continuing education and younger students have similar career plans, distribute their time for most activities similarly, and acknowledge the positive impact of courses, instructors, and students. It was found that continuing education and younger students, generally, differ on dimensions where differences could be expected to occur: age, independence, and specific goals. However, some of these dimensions may have combined to produce a major attitudinal discrepancy between some younger students who are apprehensive about the continuing program and the continuing education students and younger students who are not. Opinions about the future of Barat as a women's college and as a larger college did not markedly differ. Appended materials include summaries of tape-recorded conversations about continuing education, a conference report about continuing education students at Barat College, faculty comments, and other study reports. (SW)

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A SURVEY OF THE SIMILARITIES AND DIFFERENCES BETWEEN CONTINUING EDUCATION AND YOUNGER STUDENTS

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U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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A Report prepared for the Fund For The
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TABLE OF CONTENTS

INTRODUCTION 1

Sampling and Administration 2

Characteristics of Respondents 3

COLLEGE STUDENT QUESTIONNAIRE (PART II) 4

Summary 13

INSTITUTIONAL ACTIVITIES QUESTIONNAIRE 15

IAQ Part I 15

Summary of Part I 17

IAQ Part II 18

Summary of Part II 30

SUMMARY AND CONCLUSIONS 31

REFERENCES 34

APPENDIX I - INSTITUTIONAL ACTIVITIES QUESTIONNAIRE

A SURVEY OF THE SIMILARITIES AND DIFFERENCES BETWEEN CONTINUING EDUCATION AND YOUNGER BARAT STUDENTS

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INTRODUCTION

The evaluation phase of the Fund for Postsecondary Education (FIPSE) grant to Barat College consists of a variety of components. The most extensive of these components is the following empirical description of Barat students.

The purpose of the survey was to collect, summarize and interpret the opinions, attitudes, behaviors and demographic characteristics of a large, representative sample of students. The primary concern lies in determining the areas in which Continuing Education women (CEs) are being integrated into a college setting that has been comprised predominantly of 18 to 22 year old resident women. In addition, the Fund is concerned about the impact that CEs have had on the curriculum, schedules, and routine of the college. Unlike the traditional university or junior college "night-schools," Barat's Continuing Education program has attracted full and part-time CEs with minimal alterations of curriculum or course schedules. While the data of this report concentrate on the compatibility of students, some indirect evidence regarding FIPSE's second interest will be presented. Consequently, the theme of this survey is best described as comparative: the opinions, attitudes, characteristics, and behaviors of Continuing Education and traditional younger students will be juxtaposed so that their differences and similarities can be identified, summarized, and interpreted.

To accomplish this goal, approximately 20% of all Barat students enrolled during the 1973-74 school year were administered two questionnaires, the standardized College Student Questionnaire - Part II, and an in-house "Institutional Activities Questionnaire."

This report begins with descriptions of sampling and administration procedures, then analyzes data from the College Student Questionnaire (CSQ) and the Institutional Activities Questionnaire (IAQ) and concludes a summary of the survey findings.

Sampling and Administration

Table 1 contains sampling information for the six groups of students surveyed: full and part-time CE students, freshmen, sophomore, junior, and senior younger (18-22 years) students. The rationale for grouping CEs by full or part-time status rather than by class is based on the small numbers of freshmen and sophomore part-time CEs and the lack of any freshmen or sophomore full-time CEs. All 35 full-time CEs were selected so that the CE sample would reflect, as much as possible, the broad and typical experiences of full-time college students. Because of their small numbers, all freshmen and sophomore part-time CEs (N=41) were selected to participate in the survey. Finally, a random selection of 21 juniors and 15 seniors rounded off the total selected sample of 112 CEs. So that the survey would yield approximately equal numbers of Younger and CE respondents (those selected who completed the questionnaires), 111 Younger students were systematically sampled (list sampling) in numbers proportional to class size, The selection rates from these two unequal populations were 61% from the CE and 25% from the Younger populations. Of those selected, about 58% of the CEs and 53% of the Younger students (for a combined total of 56%) participated - a favorable response rate. The 125 valid IAQs and CSQs tabulated represent 20% of the Barat student population.

As time did not permit an assessment of "non-respondent" bias in the 44% who were selected but failed to participate, it is impossible to draw

TABLE I

Survey Sample Data by Group

	Continuing Education Full Time	Continuing Education Part Time	Totals: Continuing Education		Younger Students Seniors	Younger Students Juniors	Younger Students Sophomores	Younger Students Freshmen	Totals: Younger		Totals: Combined Groups	
Population*	35	148	183		140	94	110	108	452		635	
Number Sampled	35	77	112		33	28	21	29	111		223	
% of Population Sampled	100%	52%	61%		24%	30%	19%	27%	25%		35%	
Number of Respondents to CSQ and IAQ Part I	16	49	65		21	12	15	11	59		125**	
% of Sample Responding	46%	64%	58%		64%	43%	71%	38%	53%		56%	
Proportion of Respondents to Population	46%	33%	36%		15%	13%	14%	10%	13%		19%	

*Source: Registrar's Office
Continuing Ed. Office

** N = 124 IAQ II (one less Junior

accurate conclusions about how non-respondent data could have affected the findings. However, there is no apparent reason to expect significant differences between the views of respondents and non-respondents.

Each student selected was contacted by a form letter which described the purpose, location, date and time of the survey. The CSQ and IAQ, respectively, were administered during a single session that required an average of an hour and a quarter per student. There were no time limits. The "Blue Room". located conveniently in Barat's Main Building, was large, quiet, proctored and furnished comfortably for the survey. Students were permitted to come any time between 9:00 A.M. and 12:00 P.M., 1:00 and 5:00 P.M., or between 6:00 P.M. and 9:00 P.M. on Tuesday, April 23 or Wednesday, April 24 during a week deemed typical of the semester.

Characteristics of Respondents

Before summarizing the results of the CSQ, a few characteristics of the respondents should be described . The average (mean) ages of the Continuing Education: Full-Time (CEFT) and the Continuing Education: Part-Time (CEPT) students were 33 and 37, respectively, while those of Younger students were 20 (Seniors), 20 (Juniors), 19 (Sophomores), and 18 (Freshmen).

According to Table 2, nearly 86% of the CE sample is married, 5% single, 5% divorced and about 5% separated, widowed, or remarried. All Younger students in this sample were single (there are some Younger Barat students who are married). Forty-nine (75%) of the CE respondents are parents. Although the average number of children per parent was three, and the average age 13, Table 3 shows that the ranges of these two variables is considerable.

Student occupation is described by Table 4. Only 15% (N= 2) of the CEFT, but at least 52% of the CEPT are employed. About one fourth of the Younger respondents are employed. The average amount of time each group spends at work will be analyzed further in this report with data contained in Table 23.

TABLE 2
Marital Status

	Single	Married	Separated	Divorced	Widowed	Remarried
Continuing Education: Full Time (N = 16) 16 Respondents	0	15	1	0	0	0
Continuing Education: Part Time (N = 49) 48 Respondents						
Seniors (N = 18)	2	13	0	2	1	0
Juniors (N = 18)	1	15	0	1	0	1
Sophomores (N = 6)	0	6	0	0	0	0
Freshmen (N = 6)	0	6	0	0	0	0
Totals	3	55	1	3	1	1
	4.7%	85.9%	1.6%	4.7%	1.6%	1.6%
Younger Students (N = 58) 58 Respondents						
Seniors (N = 21)	21					
Juniors (N = 11)	11					
Sophomores (N = 15)	15					
Freshmen (N = 11)	11					
	58					
	100%					

TABLE 3

Children of Continuing Education Students

	Number			Age (in yrs.)	
	Total	Mean	Range	Mean	Range
Full-Time Seniors N = 11, 7 Respondents	21	3	1-7	12.5	4-20 yrs.
Full-Time Juniors N = 5, 5 Respondents	16	3.2	1-6	12.6	22 mo.-20 yrs.
Part-Time Seniors N = 19, 15 Respondents	51	3.4	2-9	14.5	$1\frac{1}{2}$-30 yrs.
Part-Time Juniors N = 18, 13 Respondents	39	3	1-5	11.4	1-26 yrs.
Part-Time Sophomores N = 6, 5 Respondents	14	2.8	2-3	14.3	10-22 yrs.
Part-Time Freshmen N = 6, 5 Respondents	19	3.8	2-9	15.7	expt'g.-21 yrs.
Total	160	3.2	1-9	13	expt'g.-30 yrs.

TABLE 4
Current Occupation, if Any, Other than Student

Continuing Education Students: Full Time
(N = 16), 13 Respondents

Housewife/Homemaker (11)*
Registered Nurse
Saga - Business - Housewife

Continuing Education Students: Part Time
(N = 49), 44 Respondents

Housewife/Homemaker/Mother (21)
Registered Nurse (9)
School Nurse (2)
Director of Nursing
Q.B. Nurse
Housewife - Registered Nurse
Secretary (2)
Clerk
Housewife-Artist
Housewife-Music teacher
Housewife-Writer
Professional Staff of Social Agency
Job Counselor at Sheltered Workshop
Art teacher

Younger Students:
(N = 58), 13 Respondents

Sales work (3)
College work study (2)
Saga (food service) (2)
Director of babysitting service
Office work
Program coordinator
Ward secretary
Shuttle driver
Secretary for college department

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* ( ) Indicate frequency of response

Continuing Education students were queried about the number college courses and credits they had earned prior to entering Barat. Table 5 reveals that nearly 90% of the CEs entered Barat with an average (mean) of 55 college credits at the sophomore or junior level, although previous college experiences may be as recent as two years or as distant as 20 years.

Regarding academic competence, nearly 80% of the respondents marked themselves as B or better students (see Table 6). The higher proportion of A - B grades shown by CEs (93% vs. 65% for Younger students) may be due to one or more of the following reasons: 1. By definition, CEs are a select group of women who have chosen and have given a priority to higher education instead of or in addition to other traditionally accepted options (e.g. job, career, family); 2. CEs tend to be mature, highly motivated, outspoken, and experienced women; and 3. Eighty-two percent of the CEs but only 55% of the Younger students are juniors or seniors. That is, advanced students are a select group who, having succeeded at college for at least two years, would be expected to have higher grades than freshmen and sophomores. Finally, it should be noted that a very large proportion of the respondents maintain high academic standing.

COLLEGE STUDENT QUESTIONNAIRE (PART II)

The CSQ is a survey research instrument published by the Educational Testing Service (ETS) and designed to "describe groups of students." Part I of the CSQ can be administered to incoming freshmen during their first semester; Part II to all other students. The data generated by items which comprise seven project-relevant scales will be summarized and briefly interpreted in light of tenable hypotheses. Computer scoring requirements limited the grouping of CSQ data to only four categories:

TABLE 5
College Credits Earned by Continuing Education Students Prior to Entering Barat College

	Were Credits Earned?		Number Credit Hours	
	Yes	No	Mean	Range
Full-Time Seniors N = 11, 9 Respondents	9	0	75.3	25-156
Full-Time Juniors N = 5, 4 Respondents	4	0	42.3	9-80
Part-Time Seniors N = 19, 17 Respondents	16	1	59.9	21-100
Part-Time Juniors N = 18, 14 Respondents	14	0	55.1	9-88
Part-Time Sophomores N = 6, 6 Respondents	6	0	19.8	2-50
Part-Time Freshmen N = 6, 6 Respondents	1	5	45	-
Total	50	6	54.8	2-156
56 Respondents	89.3%	10.7%		

TABLE 6
Grade Distributions

	A to A- 4. to 3.5	B+ to B 3.4 to 2.9	B- to C+ 2.8 to 2.2	C to C- 2.1 to 1.6	D+ to F 1.5 & below
Continuing Education: Full Time (N = 16) 16 Respondents	7	9	0	0	0
Continuing Education: Part Time (N= 49) 42 Respondents	13	25	4	0	0
Total	20	34	4	0	0
	34.5%	58.6%	6.9%	0	0
Younger Students: Seniors (N = 21) 21 Respondents	6	11	4	0	0
Younger Students: Juniors (N = 11) Respondents	3	6	2	0	0
Younger Students: Sophomores (N = 15) 13 Respondents	3	2	8	0	0
Younger Students: Freshmen (N = 11) Respondents	2	3	2	4	0
Total	14	22	16	4	0
	25%	39.3%	28.6%	7.1%	0
Grand Total	34	56	20	4	
114 Respondents	29.8%	49.1%	17.5%	3.5%	

Continuing Education Full-Time (CEFT), Continuing Education Part-Time (CEPT), Younger Juniors and Seniors (JS) and Younger Freshmen and Sophomores (FS).

One problem in using the CSQ for this survey is that its normative data (based on 1968 national norms) are derived predominantly from the traditional younger aged students, whereas 52% of our sample are the older continuing education women. What this means is that CE scores will be described by standards which do not proportionally reflect CE membership, although the descriptions may be accurate. To our knowledge there are no similar standardized instruments that were developed on sizable numbers of this growing class of college students. However, this factor should not have a significant impact on our findings as our primary concern is to compare groups of Barat students. If the trend in continuing education enrollments continues throughout the country, standardized instruments like the CSQ will require a change in norms to reflect CEs' presence.

Table 7 contains the means scores and standard deviations that were obtained by the four groups for each of the CSQ scales used. Figure 1, a modified version of the CSQ profile sheet, depicts the relationship between institutional mean scores and their percentile equivalents.

Before examining this analysis the reader should be aware of factors which can prevent precise interpretation of questionnaire data: First, relationships which exist between characteristics defining a group (e.g. CE, full-time, senior) and its performance (e.g. high score on a particular scale) may be correlational not causal. Second, questionnaire responses can be affected by fluctuations in an individual's attitudes and behaviors, by the tendency of some individuals to respond in a socially desirable manner, and by the "transparency" of questionnaire items. These factors are characteristic of all questionnaires, not just those used in this study.

TABLE 7
CSQ Scale Score Means and Standard Deviations

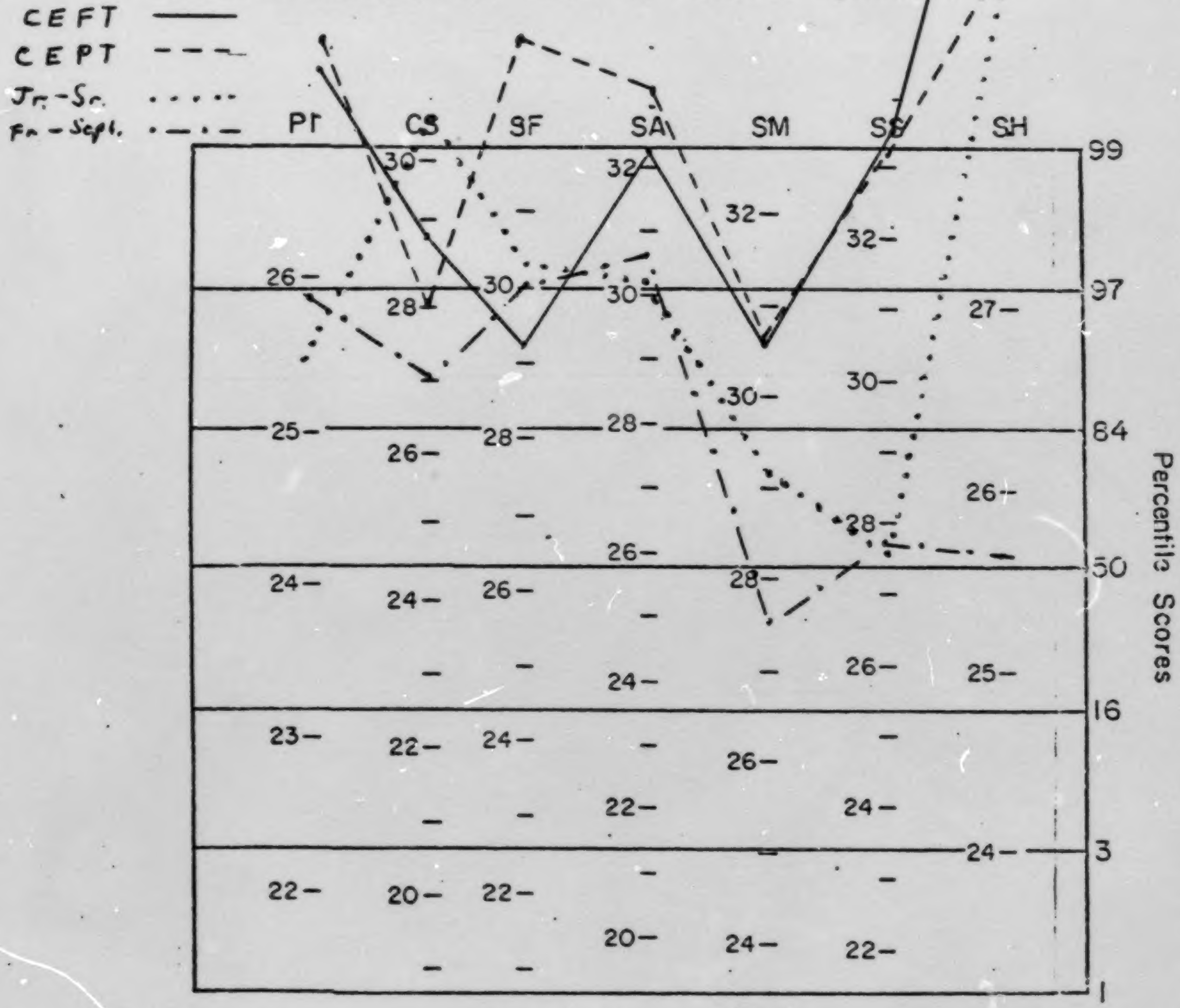
		Continuing Education Full Time	Continuing Education Part Time	Younger Junior-Senior	Younger Freshman-Sophomore
Peer Independence	Total N	14	51	34	25
PI	Mean	27.36	27.69	25.47	25.88
	S.D.	2.72	2.96	4.02	3.63
Cultural Sophistication	Total N	15	50	34	25
CS	Mean	28.80	28.04	30.59	27.08
	S.D.	4.78	4.68	4.42	5.38
Study Habits	Total N	15	48	34	25
SH	Mean	30.80	29.10	29.21	25.64
	S.D.	3.85	4.03	4.25	4.40
Satisfaction with Faculty	Total N	15	50	34	25
SF	Mean	29.33	33.02	30.29	30.04
	S.D.	6.33	4.76	5.36	4.24
Satisfaction with Administration	Total N	14	45	34	25
SA	Mean	32.36	33.18	30.21	30.68
	S.D.	4.56	3.98	4.48	4.62
Satisfaction with Major	Total N	15	38	31	14
SM	Mean	30.60	30.63	29.16	27.57
	S.D.	5.12	4.31	5.47	5.19
Satisfaction with Students	Total N	13	44	34	25
SS	Mean	33.46	33.18	27.62	27.68
	S.D.	4.99	3.74	4.74	4.38

Figure 1

Modified CSQ Profile Sheet

COLLEGE STUDENT QUESTIONNAIRES, PART 2

Institutional Scores: Standard Score and Percentile Equivalents



Fall '73: 90 97 90

Chart based on data contained in CSQ Comparative Data, Part 2, Page 6. (ETS, 1963)

PEER INDEPENDENCE (PI)

"Peer Independence refers to a generalized autonomy in relation to peers. Students with high scores tend not to be concerned about how their behavior appears to other students, not to consult with acquaintances about personal matters, and the like. They might be thought of as unsociable, introverted, or inner-directed. Low scores suggest confirmity to prevailing peer norms, sociability, or other-directedness." (CSQ technical manual, 1968)

Finding differences between older and younger students on this scale would not be suprising (age, maturation and residence factors affect this scale), but it does permit us to compare Barat with other college students on a variable that assumes particular importance in a small individual-oriented women's college. Figure 1 shows that all four groups scored at or above the 90th percentile. Compared to other college students, FS and JS groups scored at the 97th and 90th percentiles, respectively, whereas CEs scored above the 99th percentile. The higher standard deviations shown in Table 7 for Younger students reflect, again predictably, greater variability in their PI responses as compared to CE students. The high PI scores for Younger students may mean that the small, personalized, community oriented atmosphere sought by Barat is healthy; one which fosters peer-consciousness but not peer-dependence, at least for most students. It is also possible that because high PI scorers may be thought of as unsociable or introverted, their responses may reflect complaints of insufficient or poor social life.

CULTURAL SOPHISTICATION (CS)

" Cultural Sophistication refers to an authentic sensibility to ideas and art forms, a sensibility that has developed through knowledge and experience. Students with high scores report interest in or pleasure from such things as wide reading: modern art, poetry, classical music, discussions of philosophies of his history, and so forth.

Low scores indicate a lack of cultivated sensibility in the general area of the humanities."

The high (90th percentile and above) mean scores obtained by the four Barat groups distributed themselves in a predictable pattern. The more educated juniors and seniors (all CEFT and Younger JS respondents) scored above the 97th percentile while slightly below were the CEPT and FS groups. FS responses showed highest variability (standard deviation = 5.38), presumably because these students have had less exposure to liberal arts than advanced students. Perhaps the most significant aspect of the CS results is the good "fit" of the CE and the Younger student scores on this dimension.

STUDY HABITS (SH)

> " Study Habits refers to a serious, desciplined, planful orientation toward customary academic obligations. High scores represent a perception of relatively extensive time devoted to study, use of systematic study routines and techniques, and a feeling of confidence in preparing for examinations and carrying out other assignments, Low scores suggest haphazard, perhaps minimal, attempts to carry through on instructional requirements."

The CEFT, CEPT and JS groups scored above the 99th percentile whereas FS students scored much lower but respectably at the 50th percentile. Items on the SH scale may have elicited socially desirable answers from some students, resulting in spuriously high scores. On the other hand, Table 6 indicated that 80% of all respondents maintain "B" or better grades. Recognizing first, that study skills combine with motivational and competence variables to produce academic success, and second, that many students drop out of college because of low grades, the pattern observed, namely CEPT, CEFT and JS groups high, FS respondents lower, is not unexpected. These results suggest that, generally, the orientation to academic obligations is very strong at Barat, especially in CE and Younger advanced students.

SATISFACTION WITH FACULTY (SF)

" Satisfaction with Faculty refers to a general attitude of esteem for instructors and the characteristic manner of student-faculty relationships at the respondent's college. Students with high scores regard their instructors as competent, fair, accessible, and interested in the problems of individual students. Low scores imply dissatisfaction with faculty and the general nature of student-faculty interaction."

According to Figure 1, the high SF scale scores obtained by the four groups suggests that, on the average, Barat studentshold strong, positive attitudes towards their instructors. The percentile scores are so high as to render any interpretation of differences extremely difficult. The 99th plus percentile scores achieved by the CEPT students could be attributed to their status as part-timers: fewer courses, more choices in courses, fewer experiences with faculty, or similar factors. High SF scale scores are verified later in this report by numerous favorable remarks about the quality of instruction (Table 28).

SATISFACTION WITH ADMINISTRATION (SA)

"Satisfaction with Administration is defined as a generally agreeable and uncritical attitude toward the college administration and administrative rules and regulations. High scores imply satisfaction with both the nature of administrative authority over student behavior and with personal interactions with various facets of the administration. Low scores imply a critical. perhaps contemptuous view of an administration that is variously held to be arbitrary, impersonal, and/or overly paternal."

Percentile equivalents above the 97th percentile were achieved by all groups on the SA scale - reflecting strong positive sentiments for Barat Administrators. Again, the scores are so high and so similar that an interpretation of groups differences on a single scale would probably be meaningless.

SATISFACTION WITH MAJOR (SM)

"Satisfaction with Major refers to a generally positive attitude on the part of the respondent about his activities in his field of academic concentration. High scores suggest not only continued personal commitment to present major field, but also satisfaction with departmental procedures, the quality of instruction received, and the level of personal achievement within one's chosen field. Low scores suggest an attitude of uncertainty and disaffection about current major field work."

Inspection of Figure 1 reveals that the SM scale yielded the lowest overall mean scores of the seven scales used; however, except for FS students, mean scores were above the 50th percentile. Lower SM scores for freshmen and sophomores are to be expected. Not required to declare a major until the end of their sophomore year, many in this group remain uncertain about their choice.Conversely, SM scale scores of juniors and seniors, whether CE or Younger, ought to be relatively high by virtue of their choice and interest in specific area. CE scores were higher than those of Younger student, but too a difference is not suprising. Most CEs enter or return to college with specific goals (see Table10). Many, such as nurses, already work in their chosen field and take courses to complement their needs.

At this point it may be worthwhile to pause and consider further the findings of the three previously discussed scales. On the SA and SM scales, CEs scored higher than Younger groups. Why? The college expended substantial time, resources and attention when it initiated the CE program. Possibly, the extremely high CE scores reflect a "halo" effect, a "high" experience, a gratitude for being able to attend (or return to) college. The plausibility of this hypothesis is strengthened by the numerous favorable remarks that CEs made toward the CE program (See Table 29).

Furthermore, because most respondents were satisfied with the Administration and Faculty, it seems unlikely that the lower SM scale scores reflect dissatisfaction with curriculum or policy. Instead, the lower satisfaction may result from a discrepancy, perceived or real, between what students expect of an academic major and what they actually experience. An alternative hypothesis relates to the notion that satisfaction in a major or program is influenced by students' satisfaction with other students in that program. The following section examines satisfaction with students more closely.

SATISFACTION WITH STUDENTS (SS)

> " Satisfaction with Students refers to an attitude of approval in relation to various characteristics of individuals comprising the total student body. High scores suggest satisfaction with the extent to which such qualities as scholastic integrity, political awareness, and particular styles and tastes are perceived to be characteristic of the student body. Low scores imply disapproval of certain characteristics that are attributed to the overall student body.

The greatest differences between CE and Younger student satisfactions were revealed on the SS scale, where CE groups placed at the 99th percentile (i.e., CEs were quite satisfied with students) and Younger groups just above the 50th percentile. Such a gap in peer satisfactions warrants further analysis. Responses to each of the ten items that comprise the SS scale are summarized in Table 8 which shows that on all but two items (106 and 113), Younger and CE views diverged significantly. Generally, a larger proportion of Younger students agreed that: 1. Too many students are too intellectual; 2. Most students avoid controversial issues; 3. Too many students are susceptible to fads; 4. Too many students rely on pull; and 5. Too many students are concerned about social life. In addition, a greater proportion of Younger students were dissatisfied with: 1. The honesty of students (but note the similarity of CEFT and JS groups); 2. the competitiveness of classmates, and 3. students' concern with social issues. However, this item-by-item examination is only of partial assistance in identifying specific sources of divergence. First, to unambiguously interpret such undefined concepts as "too intellectual" is nearly impossible. Second, because many part-time students have less knowledge and experience with these issues than most full-time students, differences would be expected. Third, only three of

TABLE 8
Analyses of "Satisfaction with Students," Scale Items

Item # and Description	CE Full Time	CE Part-Time	Freshman Sophomores	Junior Senior
105 Students too intellectual - % agree	13%	6%	28%	24%
106 Students too political - % agree	0	6	8	9
107 Satisfaction with honesty - % dissatisfied	20	2	44	27
108 Satisfaction with competition - % dissatisfied	13	4	44	36
109 Concern with Social Issues - % dissatisfied	20	14	52	64
111 Avoid controversial issues - % agree	14	31	48	45
113 Students too nonconforming - % agree	7	14	12	12
115 Students susceptable to fads - % agree	0	12	44	41
117 Too many rely on pull - % agree	20	14	64	65
118 Too much concern with social life - % agree	14	6	56	53

eight items that produced differences (summarized above) appear to be related to CE-Younger student differences: item 105 - students too intellectual, item 108 - dissatisfaction with competition, and item 117 - excessive reliance on pull. These Younger student perceptions of excessive competition, intellectual activity and pull, which account for part of their lower SS scores, may be based on fact, fiction or both. Regardless of the basis, these perceptions could stem from characteristics of the typical CE student: her greater autonomy (see PI scores of Figure 10), academic competence (see Table 6), prior college experience (see Table 5), goal-oriented behavior (see SM score of Figure 1), frequent outspoken attitude in class (based on observation), maturity, and strong motivation. For some students, regardless of their age, this combination of characteristics in an individual would generate dislike of that individual. The dislike could occur for many reasons, but a likely cause in this case is that some Younger students are academically threatened by the continuing education student, and consequently, dissatisfied with her as a peer. For this hypothesis, (i.e. academic threat of CEs produces dissatisfaction) to be confirmed, more evidence than that offered by the CSQ and Table 29 will be necessary. Other hypotheses could be entertained in view of the other five items of the SS scale which revealed differences between CE and Younger students. Perhaps age and other CE - Younger student differences are not that critical. Perhaps lower Younger SS scores define different attitudes within Younger students toward honesty, competition, concern for social and controversial issues, and social life - the difference between the traditionally defined "serious" student and the immature or "goof-off" student. Further research might move the focus from the CE Younger student dimension to other dimensions e.g. mature vs. immature or goal-directed vs. "goal-less." The following section presents data which suggests another explanation of the differences on CSQ scales.

ORIENTATION TO LEARNING

Questions 140-144 of the CSQ measure a student's learning style or orientation to learning, defined here as a preference for unstructured or structured learning situations. Although Orientation to Learning is not a true scale of the CSQ, comparisons among students on this index could yield valuable information. Item alternatives (preferences) which comprise an unstructured orientation include: preference for a student directed curriculum, for independent work, essay exams, discussion, and assignments requiring original research. Item alternatives which define a preference for a structured learning orientation consist of: preference for institution prescribed courses, for assigned work, objective exams, lecture, and assignments which do not require original research.

The frequencies obtained for each item were summed separately for structured and unstructured orientations for each group of students. The proportions of students who prefered an unstructured learning orientation were 67%, 69% and 74% for CEFT, FS, and JS groups respectively. The preference of the CEPT students for the same orientation was substantially lower (55%). Thus, the variable of status (full-vs. part-time) not age is an important factor in this issue.

When combined CE groups were compared to combined Younger groups the preferences for the unstructured orientation were 58% (CE) and 71% (Younger). A Chi Square test of independence, performed on the summed frequencies of the combined CE and combined Younger groups for both orientations to learning, produced a $\chi^2 = 13.35$ (df=1) which is significant at the .01 level. Thus, the distribution of frequencies to the four cells (CE Structured, CE -Unstructured, Younger-Structured, Younger-Unstructured) was not a chance occurrence.

Essentially, these results indicate that Younger and CE students differ on their orientation to learning. A greater proportion of Younger students prefer an unstructured setting (discussion, essay exams, original research, student directed curriculum, independent work), whereas a greater proportion of Continuing Education students prefer a more structured situation (lecture, objective exams, less original reaearch, prescribed curriculum, assigned work). The data also indicate that full-time CE students are more like Younger students on this variable than they are like their age peers - the part-time CEs. The question is not which orientation is "correct" since the appropriateness of each (or a combination of both) is a function of course content, instructor style and similar variables. What is significant is that this discrepancy could be a contributing factor to such Younger-CE differences as satisfaction with major and satisfaction with students (see Figure 1), as well as opinions of the CE program (see Table 29).

To summarize, 59 Younger and 65 Continuing Education students completed items comprising seven scales of the College Student Questionnaire. All groups scored at or above (on institutional norms) the 90th percentile on the Peer Independence (PI), Cultural Sophistication (CS), Satisfaction with Faculty (SF), and Satisfaction with Administration (SA) scales. Differences between Continuing Education and Younger students on the PI scale were predictable. On the CS scale, CE mean scores fell between those of Younger students, while on the SF scale the reverse occurred. All mean scores on the SA scale were above the 97th percentile. On the Satisfaction with major (SM) scale, the higher mean scores of CE groups were, like the PI scores, somewhat expected. CEs and Juniors-Seniors scored above the 99th percentile on the Study Habits (SA) scale. Younger students scored markedly lower than Continuing Education students on the Satisfaction with Students (SS) scale. Three of the eight scale items showing differences (excessive competition, intellectual activity and pull) are reflected in data contained in Table 29. The Younger student dissatisfaction may exist because some feel academically threatened by many competent, experienced, goal oriented and mature continuing education students. On the other hand, The CE - Younger student dimension may not account for most of the Younger student low SS scores. In fact,different learning styles (structured vs. unstructured) seem to distinguish the groups, although Younger and CE full-time students are similar in their preference for an unstructured orientation to learning.

In conclusion, while P1,SS andto a lesser extent SM and learning orientation factors distinguish many Younger from Continuing Education student attitudes, habits and satisfaction in other areas (cultural sophistication, satisfaction with faculty and students, and study habits) Barat Younger and CE students appear not only compatible, but generally quite similar.

THE INSTITUTIONAL ACTIVITIES QUESTIONNAIRE (IAQ)

The IAQ was created by the writer and project director specifically for this study. Part I, an attitude scale, is designed to measure student perceptions of the degree to which Barat is accomplishing its goals for students. Part II of the IAQ consists of a series of items which gather information about students and their opinions of college-related issues. Appendix I is a copy of the IAQ.

Prior to its administration, the questionnaire was pilot tested on a small group of volunteers and, subsequently, revised. Still in its early stages of development, the instrument has face and content validity. Reliability and other forms of validity may be established with further research. However new this instrument, data collected from the IAQ will lead to an adequate identification of the similarities and differences among students. The IAQ does not duplicate the College Student Questionnaire. Although there is some general overlap between them, the IAQ was written specifically for Barat-related issues.

IAQ Part I

The 67 Likert-type attitudinal items of the IAQ Part I were based on statements that comprise the three classes of student directed goals established for and by Barat College in the 1973 *Report of Self Study* (prepared for the North Central evaluation team). For each of the three sets of goals described below a series of attitude statements was written.

For the *student*, the college seeks to....

A. Further intellectual and artistic growth by developing
   1. Abilities of critical thought and communication
   2. Skills of inquiry, analysis, and problem-solving
   3. Habits of reflection, initiative, and self-directed learning
   4. Powers of creative expression.

B. Promote personal growth by assisting
    1. The realization of deeper levels of self-understanding
    2. The development of a sense of self-worth, self-confidence, and a realistic self-concept
    3. The identification of personal goals and means of realizing them
    4. The development of personal responsibility.

C. Heighten awareness of
    1. Other persons, cultures, and times
    2. Her own religious and cultural values
    3. The necessity of individual personal commitments
    4. The emerging identity of woman.

In accordance with standard questionnaire construction procedures, numerical values were assigned to the item alternatives. The values obtained by a respondent for each item in a scale were summed to produce a scale score. Five scale scores were obtained for each individual in each of the six groups. Scale A consisted of 25 items which, collectively, measure the attainment of the class A goals described in paragraph A above. Similarly, Scale B consisting of 21 items and Scale C consisting of 14 items, assessed goals associated with paragraphs B and C above. A "Change" scale, constructed to measure personal change which occurs during college, is made up of nine items selected from the A, B, and C scales. Finally, the Full Scale is the sum of the values for all scorable items in IAQ Part I.

Do students believe that the college is successfully achieving its goals? It would be tempting to answer this question by examining the obtained scale scores and comparing them to the maximum scores possible. However, normative data collected from large numbers of individuals completing the questionnaire is the yardstick for comparison, not maximum possible scores. In the absence of norms for the IAQ, our analyses focuses on the relative differences between and among the groups of respondents.

Table 9 presents the means and standard deviations of the five scales for each of the six groups and for the combined CE and Younger student groups.

TABLE 9
Mean Scale Scores as a Function of Group

Scale		Continuing Education Students			Younger Students				
		Full Time N = 16 16 Resp.	Part Time N = 49 49 Resp.	Mean N = 65 65 Resp.	Senior N = 21 21 Resp.	Junior N = 12 12 Resp.	Sophomores N = 15 15 Resp.	Freshmen N = 11 11 Resp.	Mean N = 59 58 Resp.
A	$\bar{X}$	66.00	69.67	68.77*	58.67	69.75	63.27	56.27	61.64
	S.D	13.94	10.13	12.03**	18.90	11.28	9.16	9.74	12.27
B	$\bar{X}$	52.75	53.89	53.61	50.62	57.17	53.60	49.73	52.54
	S.D	9.13	7.68	8.40	10.94	5.62	9.15	5.38	7.77
C	$\bar{X}$	34.31	33.96	34.05	32.86	39.92	31.67	31.18	33.68
	S.D	7.12	5.94	6.53	7.11	5.39	5.55	4.72	5.69
Change	$\bar{X}$	24.31	24.12	24.17	25.09	26.50	21.80	19.73	23.54
	S.D.	6.74	6.22	6.48	6.82	4.27	6.05	4.63	5.44
Full	$\bar{X}$	167.5	169.71	169.17	159.29	184.67	161.73	147.27	162.83
		27.97	24.10	26.03	32.80	16.62	20.99	13.63	21.01

* = weighted mean
** = mean of S.D.

To determine if the differences among groups were statistically significant an Analysis of Variance was performed on each scale. A significant F was produced for the A scale ($F = 2.83$, $df = 5/118$, $p < .05$) and for the C scale ($F = 2.43$, $df = 5/118$, $p < .05$). However, when Scheffé tests for multiple comparisons were applied to determine which differences between means were significant, none of the resulting Scheffé F values reached significance at the .10 level.

When the combined CE groups were compared with the combined Younger groups on each scale one significant comparison emerged. The CE mean of 68.77 on the A scale was significantly higher than the Younger mean of 61.64 ($t = 2.68$, $df = 122$, $p < .01$).

Why perceived success in goal attainment is higher for CEs than Younger students may be due to the similarity between the SM and SF scales of the CSQ (described earlier) and Scale A. To the extent that the academic major and instructors strongly influence or determine the development of intellectual and artistic skills, habits and abilities, the higher SM and SF scores of CEs should be accompanied by higher Scale A scores. On the B, C and Change scales Younger and CE mean scores were nearly identical. Considering that a large portion of personal growth (Scale B), heightened awareness of people, cultures and values (Scale C), and change (Change scale) have occurred in the mature adult, we would not expect CEs to score higher than Younger students on the B, C, and Change scales. That all mean scores on these scales were so close is an unexpected finding that could produce provocative implications.

In summary, Part I of the IAQ measured goal attainment, that is, it assessed student's perceptions of the extent that the college is achieving its student-oriented goals. There were no significant differences among the six groups on any of the five scales but when groups are combined, CE students scored significantly higher on the goals associated with intellectual and artistic growth. These higher Scale A scores appear to be highly correlated with the SM and SF scores of the CSQ. On the remaining scales Younger and CE students performances were very similar (Scales B, C, Change) or statistically non-significant (Full Scale).

IAQ Part II

This portion of the report presents a summary and brief interpretation of a variety of student opinions, perceptions and behaviors obtained through open end and ranking type questionnaire statements. Although an exhaustive analysis is beyond the scope of this investigation, the users of this report (e.g., FIPSE, college administrators, faculty, students) will probably desire to select and analyze in depth portions of the results that correspond to their particular interests. The evaluation theme will continue: concern is for the extent to which the opinions, behaviors, goals and life-styles of the two continuing education and four younger groups are compatible or are capable of integration.

The first three questions were directed to continuing education students only; all remaining items to both continuing education and younger students.

WHAT ARE YOUR REASONS FOR ATTENDING COLLEGE (Table 10)

About 55% of the CE students stated that current or future job opportunities motivated their matriculation to college. Nearly half of all responses contained references to self-fulfillment, or concepts of personal growth or enrichment. Comments such as "to get a BA" may imply career and fulfillment goals. Common to all remarks, however, is the student's articulation of some goal or objective, albeit general or specific, which would be accomplished through a college education.

TABLE 10

Reasons for Continuing Education Students Attending College

Full-Time Seniors
(N = 11),8 Respondents

I hope to teach in Special Education
To be Eligible for teaching or school nurse position. My security is limited and I have a six year old and would like to work hours similar to hers.
My BA wasn't from an accredited school. Needed a credited BA and certification to teach in Illinois.
To eventually get a Ph.D in Psychology
Better myself and get career
Want to get a decent job and self improvement
Finish three semesters for a degree
Complete my education for my degree

Full-Time Juniors
(N = 5),5 Respondents

Certification to become a teacher
To obtain a degree, in order to work
Many. To develop myself as a person and individual; to learn to become a better artist; to get a degree; to be more self-satisfied.
To obtain a degree for a career and to fulfill myself
To grow as an individual

Part-Time Seniors
(N = 19),17 Respondents

To meet the requirements of Illinois Certification for Nurses.
To obtain degree for school nursing and personal satisfaction
I want to obtain a BS degree with the thought that if I have the opportunity to continue my education toward a Master's Degree in Nursing
To qualify for a particular kind of work
Degree necessary for job.
Because I wanted to, and for better pay
The opportunity to further my education to eventually get a better job
Obtain degree which makes me more valuable to employer and gives me more job opportunities. Lack of knowledge. Stimulating and fun.
Wanted my degree. Enlargement of self through intellectual life. New friendships. Better self-esteem
To get a degree in art.
To broaden my intellectual horizons
Enrichment first. Degree second
Started out on impulse to prompt a friend to finish since this had always bothered her. Became intrigued with psych and decided to finish in that area.
Stimulation

Reasons for Continuing Education Students Attending College (continued)

To further and expand my education
Better myself, Curiosity
Wanted to expand my knowledge and felt I needed the intellectual stimulation.

Part-Time Juniors
N = 18, 15 Respondents

To complete degree work and qualify to teach music (I've volunteered for years as music teacher).
I want to write and Barat offers what I need.
A desire to become a working professional in a field of relevant interest.
Intent in working
To get my degree (job protection).
To finish my degree so that I can pursue a career after my children are grown
I wish to prepare myself for entering the labor market
Gaining more knowledge - liberal education - job advancement
Cultural enrichment and to prepare me for a decent paying job.
Personal enrichment
Personal fulfillment
Stimulate myself again
Personal satisfaction in degree completion
Achieve a degree
To get a BA

Part-Time Sophomores
N = 6, 6 Respondents

To earn a degree and advance into a desired occupation, and for self-betterment.
Knowledge, and degree is necessary for work that I want to do.
Besides enjoying it so much, I feel I can make some valid contributions to society after I graduate after raising my family.
Satisfaction of my own desire to learn
Obtain degree. To learn
Enrichment

Reasons for Continuing Education Students Attending College (continued)

Part-Time Freshmen

N = 6, 6 Respondents

Not for a career. Simply, the joy of gaining knowledge
Enrichment, possible degree
Broadening my interests
Self-fulfillment
A general education, plus preparation for time when children gone. To be able to have a full life.
To get a degree

IN RESUMING YOUR EDUCATION, WHY DID YOU CHOOSE BARAT? (Table 11)

Most answers to this question can be reduced to "proximity of Barat to student home" (60%) or to other special characteristics of the college. Regarding the latter, about 80% noted factors such as program availability (e.g., School Nurse Endorsement Program), acceptance of credits, availability of particular courses, the personal attention received, the warmth and atmosphere, and Barat's reputation. In summary, while proximity is the single most important reason, CE students were strongly attracted to the college because of its particular characteristics.

HOW WOULD YOU CHARACTERIZE (IF APPLICABLE) THE ATTITUDES OF THE FOLLOWING PEOPLE REGARDING YOUR ATTENDING BARAT? (PLEASE CHECK) (Tables 12 to 19)

YOUR FRIENDS
YOUR EMPLOYER
YOUR CHILDREN
YOUR HUSBAND
BARAT ADMINISTRATORS
YOUR INSTRUCTOR
BARAT STUDENTS: AGES 18-22
BARAT STUDENTS: AGES 23 AND OLDER

While the emphasis of this report has been on the student's relationship to the college, a critical factor in the success of CE students and the Continuing Education program is the quality of psychological support received elsewhere. The roles of wife, parent, employee and even friend demand substantial time and energy: they compete with the woman's role as student. To the extent that a student is encouraged by those near to her, she can develop the confidence and sustain the drive needed for academic success. The above question permits us to evaluate not only perceptions of support received but also differences among those who provide it. Tables 12 through 19 indicate that more than 95% of the respondents receive the support of friends, husband, children, Barat administrators and faculty, and other CE students. Slightly less support comes from employers (90%) and from younger Barat students (83%).

TABLE 11

Why Barat was Chosen by Continuing Education Students

Full-Time Seniors
N = 11, 9 Respondents

Closest to home
Closest school around
Closest and cheapest around. Also liked idea of no distribution requirements
Close to home, accepted all credits, offered needed courses
It was convenient, tuition reasonable, CLEPs were available
Was near home. A friend came here. Saw an article in Tribune magazine
Not only because it's close but because of its size, its character and because I just loved it.
Nurses on night duty were enrolled at Barat and challenged me to see the registrar at Barat. When I came everyone was so nice and made it possible to attend.
It offered me more in less time. Gave credit for what I'd previously done

Full-Time Juniors
N = 5, 5 Respondents

Proximity and liberal attitude
It was close and because of dealing with Continuing Education office
It was close to my home. It offers a good psychology and special education departments
Because of the art courses and I was interested in art, and I live close by, and the warmth I feel here.
At the time, for the Art History courses open to women

Part-Time Seniors
N = 19, 17 Respondents

Nearby and overwhelmingly welcoming!
Close to home
Recognized school. Best Continuing Education Department around for me. More stable school than others. Close
Small. Near home. Women only. Felt I wanted to be here and would be treated as an individual. Good course offerings. Non-competitive and caring atmosphere.
The small classes, acceptance of Continuing Education students, and convenient location
Familiar with Barat's academic reputation and closeness to my place of residence
Because of program to finish sooner re: credits for nursing. Availability.
Only school in area with nursing progam.
Barat has offered the courses needed in School Nurse Qualification
I was given academic training for my nurse's training which has been applied towards my degree

Why Barat Was Chosen by Continuing Education Students (continued)

Offered Credit for past education
Offered the courses I would need
It offers the best opportunity for you
I felt the quality of education at Barat was very good
The school recognizes past experience and seeks to tune well to my needs
Cordial, helpful administrating the first day one arrived. We were in class that night
I previously went and enjoyed the academic surroundings and friendly atmosphere.

Part-Time Juniors
(N = 18), 15 Respondents

Number one, convenience, i.e., babysitting, local, cost. Number two, did not feel it would be over my head after ten years absence from college.
Location. Continuing Education Program.
Nearest my home
Close proximity to my home
Closest to home and no required courses other than in my major
Was close
Closest college that offered necessary course.
In the beginning, because it was nearby and had no structured requirements, and now because of the faculty and the total environment.
Barat's continuing Education Program
The training, course and locality were all perfect
Offering a plan to fill my needs
Fairness of distribution of credit hours for previous education
The idea that I could choose a major and stay in that field
I was referred to Barat by a close friend and it had a Continuing Education program. Fairly close to home
I felt I would be treated equally with other students and be encouraged to complete my degree

Part-Time Sophomores
(N = 6), 6 Respondents

It was close to home
It was closest and cheapest
Economic factor and closeness
Convenience and good Continuing program
Publicity about Federal Grant for Continuing Education Department
Upon my initial contact with the personnel, Continuing Education was very impressive

TABLE 12
Perceived Attitude of Continuing Education Students' Friends

	Very Supportive	Generally Supportive	Generally Unsupportive	Very Unsupportive
Full-Time Seniors N = 11, 8 Respondents	5	2	1	0
Full-Time Juniors N = 5, 5 Respondents	3	2	0	0
Total	8	4	1	0
	61.5%	30.8%	7.7%	
Part-Time Seniors N = 19, 16 Respondents	10	6	0	0
Part-Time Juniors N = 18, 14 Respondents	9	5	0	0
Part-Time Sophomores N = 6, 6 Respondents	4	1	0	1
Part-Time Freshmen N = 6, 6 Respondents	3	3	0	0
Total	26	15	0	1
	61.9%	35.7%		2.4%
Grand Total 55 Respondents	34	19	1	1
	61.8%	34.5%	1.8%	1.8%

TABLE 13

Perceived Attitude of Continuing Education Students' Employers

	Very Supportive	Generally Supportive	Generally Unsupportive	Very Unsupportive
Full-Time Senior N = 11, 3 Respondents	1	0	1	1
Full-Time Junior N - 5, 0 Respondents	0	0	0	0
Total	1	0	1	1
Part-Time Seniors N = 19, 9 Respondents	7	2	0	0
Part-Time Juniors N = 18, 6 Respondents	5	1	0	0
Part-Time Sophomores N = 6, 0 Respondents	0	0	0	0
Part-Time Freshmen N = 6, 2 Respondents	1	1	0	0
Total	13	4	0	0
	76.5%	23.5%		
Grand Total 20 Respondents	14	4	1	1
	70%	20%	5%.	5%

TABLE 14
Perceived Attitude of Continuing Education Students' Children

	Very Supportive	Generally Supportive	Generally Unsupportive	Very Unsupportive
Full-Time Seniors N = 11, 7 Respondents	4	3	0	0
Full-Time Juniors	4	0	1	0
Total	8	3	1	0
	66.7%	25.0%	8.3%	
Part-Time Seniors N = 19, 15 Respondents	10	4	1	0
Part-Time Juniors N = 18, 12 Respondents	4	8	0	0
Part-Time Sophomores N = 6, 5 Respondents	2	3	0	0
Part-Time Freshmen N = 6, 5 Respondents	4	1	0	0
Total	20	16	1	0
	54%	43.2%	2.7%	
Grand Total 49 Respondents	28	19	2	0
	57.1%	38.8%	4.1%	

TABLE 15

Perceived Attitude of Continuing Education Students' Husbands

	Very Supportive	Generally Supportive	Generally Unsupportive	Very Unsupportive
Full-Time Seniors N = 11, 8 Respondents	6	2	0	0
Full-Time Juniors N = 5, 5 Respondents	5	0	0	0
Total	11	2	0	0
	84.6%	15.4%		
Part-Time Seniors N = 19 13 Respondents	12	0	1	
Part-Time Juniors N = 18, 13 Respondents	8	5	0	0
Part Time Sophomores N = 6, 5 Respondents	1	3	0	1
Part-Time Freshmen N = 6, 6 Respondents	6	0	0	0
Total	27	8	1	1
	73.0%	21.6%	2.7%	2.7%
Grand Total 50 Respondents	38	10	1	1
	76.0%	20.0%	2.0%	2.0%

TABLE 16

Perceived Attitude of Barat Administration Toward Continuing Education Students

	Very Supportive	Generally Supportive	Generally Unsupportive	Very Unsupportive
Full-Time Senior N = 11, 7 Respondents	4	3	0	0
Full-Time Junior N = 5, 5 Respondents	5	0	0	0
Total	9	3	0	0
	75.0%	25.0%		
Part-Time Seniors N = 19, 17 Respondents	12	5	0	0
Part=Time Juniors N = 18, 14 Respondents	9	5	0	0
Part-Time Sophomores N = 6, 5 Respondents	1	3	0	1
Part-Time Freshmen N = 6, 6 Respondents	6	0	0	0
Total	28	13	0	1
	66.7%	31%		2.4%
Grand Total 54 Respondents	37	16	0	
	68.5%	29.6%		1.9%

TABLE 17
Perceived Attitude of Continuing Education Students' Instructors

	Very Supportive	Generally Supportive	Generally Unsupportive	Very Unsupportive
Full-Time Seniors N = 11, 8 Respondents	6	2	0	0
Full-Time Juniors N = 5, 5 Respondents	4	1	0	0
Total	10	3	0	0
	76.9%	23.1%		
Part-Time Seniors N = 19, 16 Respondents	13	3	0	0
Part-Time Juniors N = 18, 14 Respondents	8	6	0	0
Part-Time Sophomores N = 6, 5 Respondents	2	2	0	1
Part-Time Freshmen N = 6, 5 Respondents	5	0	0	0
Total	28	11	0	1
	70%	27.5%		2.5%
Grand Total 53 Respondents	71.7%	26.4%		1.9%

TABLE 18

Perceived Attitude of Barat Students (18-22 yrs.) Toward Continuing Education Students

	Very Supportive	Generally Supportive	Generally Unsupportive	Very Unsupportive
Full-Time Seniors N=11, 4 Respondents	2	1	0	1
Full-Time Juniors N=5, 1 Respondents	0	1	0	0
Total	2	2	0	1
Part-Time Seniors N=19, 11 Respondents	1	9	1	0
Part-Time Juniors N=18, 9 Respondents	2	6	1	0
Part-Time Sophomores N=6, 1 Respondent	0	1	0	0
Part-Time Freshmen N=6, 4 Respondents	1	1	2	0
Total	4	17	4	0
	16%	68%	16%	
Grand Total	6	19	4	1
30 Respondents	20%	63.3%	13.3%	3.3%

TABLE 19
Perceived Attitude of Barat Continuing Education Students Toward Continuing Education Students

	Very Supportive	Generally Supportive	Generally Unsupportive	Very Unsupportive
Full-Time Seniors N = 11, 4 Respondents	4	0	0	0
Full-Time Juniors N = 5, 1 Respondent	1	0	0	0
Total	5	0	0	0
Part-Time Seniors N = 19, 11 Respondents	5	5	0	1
Part-Time Juniors N = 18, 9 Respondents	4	5	0	0
Part-Time Sophomores N = 6, 1 Respondent	1	0	0	0
Part-Time Freshmen N = 6, 4 Respondents	3	1	0	0
Total	13	11	0	1
	52.0%	44.0%		4.0%
Grand Total 30 Respondents	18	11	0	1
	60.0%	36.7%		3.3%

The relatively small number of respondents reflected in Tables 18 and 19 probably reflect an error in the questionnaire: a response recording ambiguity that resulted from the absence checkspaces next to "ages 23 and older." From one viewpoint, the results of this question are not surprising. College students, especially those returning after a break in their education, are a select sample. Without the help and encouragement of family and friends, many would experience conflict and academic failure (thus would be missing from the sample). One interesting statistic would be the number of potential students or "drop outs" who lacked psychological support. The remaining IAQ-II items were administered to all respondents.

WHAT DO YOU THINK YOU WANT TO DO IMMEDIATELY AFTER GRADUATION? (Table 20)

WHAT DO YOU EXPECT TO BE DOING 10 YEARS AFTER GRADUATION? (Table 21)

Whether senior or freshman, most students seem to know what they would like to do immediately after graduation. "Immediately" was interpreted by some as the summer vacation, but by most as a longer period of time. The high response rate (95%) to this question and the large proportion of specific jobs or careers mentioned suggest that students are thinking about definite ways that their education can be connected to the future, although the reality-fantasy level of these perceptions can not be ascertained. There are no discernable patterns of responses in either the CE or Younger students, nor do differences show up in the sub-groups.

One third of the long range plans included careers in education or health related fields. Fewer Younger than CE students identified specific careers but more Younger than CE students placed marriage and family in their future. Neither finding is surprising considering that 1) more of the older, more experienced and married continuing education students would be expected to have specific career plans (some are nurses), and 2) in ten years the younger

TABLE 20
Plans Immediately After Graduation

Continuing Education Students: Full Time
(N = 16), 16 Respondents

Teach (2)
Takes courses to qualify as Learning Disability teacher
Teach Art
Teach Special Education
Elementary Education
Teach Elementary Education, Guidance
Work
Relax by working
Return to work
Graduate School (2)
Nursing or related
Relax, enjoy family, health education, school nurse
Rest
?

Continuing Education Students: Part Time
(N = 49), 45 Respondents

Work (6)
Work and ?
Work part time, Graduate School Part-time
Work (R.N.)
Work, get married
Professional photographer
Social and Public Affairs work
Find field where Art is socially relevant
Art critic, continue education
Teach classroom music
Work in business or medical records administration
Art work
Teach
Continue work for social agency
Nursing
R.N.
School nursing (2)
Continue as a high school nurse
Not sure - school nurse
Continue nursing
Psychiatric nursing
Housewife, mother
Graduate school, depending on family status
Continue education
M.A.
Graduate School

Plans Immediately After Graduation (continued)

Travel west, Graduate School
Travel - orinthology
Rest, work to save money for Graduate School
Break, re-evaluate situation
Undecided (2)
No plans (2)
Don't know
More time at home
Celebrate
No plans to complete graduation requirements
Yes

Younger Students: Seniors
(N = 21), 19 Respondents

Work 1 year
Work
Part-time school, work
Work in field that continues to be learning process
Work, pay off loan
Public Affairs work
Two month vacation job
Management training
Army - 2 years
Permanent para-professional
Teach Art
Teach (3)
One year off, relax, experience,
Travel
Graduate School
Vacation
Have good summer

Younger Students: Juniors
(N = 11), 11 Respondents

Mother, work
Travel or work
School or work
School and work
Work, maybe
Work and Graduate School
Graduate School and work
Europe and Graduate School
Travel, job and Graduate School

Work one year, continue education
Law School

Younger Students: Sophomores
(N = 15), 15 Respondents

Get job
Work
Work perhaps
Travel or work, then Graduate School
Graduate School or travel and work
Work summer, Medical School Fall
Graduate School or work
Ph.D., Marriage
Graduate School
Social work (2)
Dance
Travel Europe
Take Vacation
Undecided

Younger Students: Freshmen
(N = 11), 11 Respondents

Get job, travel
Work, museum
Study, part time job in Psychology or Sociology
Work and night school
Work to travel then school
Work, continue education
Rest and Graduate School
Get Ph.D. and then profession and writer
Graduate in journalism or Political Science or Law School
Recreation and sports program
No

Table 21

Plans Ten Years After Graduation

Continuing Education Students: Full Time
(N = 16), 15 Respondents

Teach learning disabilities
Teach and work on own art
Teach or own art studio
Teach or school nurse
Teach
Teach, complete graduate work
Teach with M.A.
Teach and travel, family
School or Clinical Psychology
Work as clinician
Work as R.N.?
Work towards MA degree
Mother, work
Pursue career
?

Continuing Education Students: Part Time
(N = 49), 44 Respondents

Wife (4)
Housewife, mother
Wife, M.A.
Wife and travel
Family, classes
Caring for children, writing
Nursing (2)
Nursing. Administration. Public health
Lead Nursing Dept. on individual psychology
Teach or counsel in Nursing
Work productively in field (R.N.)
Public health nursing
School nurse or related field
Not sure - teach nursing
Business. Travel, school
Paint, teach
A respected Art Critic
Teach
Teach classroom music
Paint or art, craft
Work in Psychology counseling
Research and Administration in Education
Work in community
Writing

Coordinator in M.H. Field
Seeking and Learning
Work
Perhaps work
Work in interesting fulfilling job
Travel, retire, enjoy family
Retired (now 39)
Thinking about retirement
Don't know (3)
No idea (2)
No plans
Can't visualize changes occuring in that time
?

Younger Students: Seniors
(N = 21), 21 Respondents

Teach (2)
Teach, write, community group instruction
Teach, Mother
Teach, Mother with family
Mother
Housewife or work
Mother, family
Mother, family work
Housewife and work part time
Work, children, open business
Mother and career
Mother, children and career
Wife, family
Top management in corporation
Work in professional capacity
Develop career
Don't know
? work
? (2)

Younger Students: Juniors
(N = 11), 11 Respondents

Journalism, photography
Clinical psychology
Work, probably married

Plans Ten Years After Graduation (continued)

Work in research laboratory
Art Museum Curator
Legal Advisor in social services, or labor agency
Work, married
Raise small family, have home, use center for Christian living in community
Marry, children, possibly work on education
Wife, mother, hubby
No idea

Younger Students: Sophomores
N = 15), 15 Respondents

Librarian
M.D. in mission or rural
Teach Special Education
Working
Social work, housewife
Business - personnel
Teach & writing
Working, wife and mother
Housewife
Married, work, job.
Married with children
Married with career
Housewife & teach part-time
Raise family
No idea

Younger Students: Freshmen
(N = 11), 11 Respondents

Work in chosen field
Working
Working in chosen profession
Working
Working with people
Playing or teaching tennis
Work in British Isles
Teach at Glascow or Oxford, writer, critic
Career in writing in politics
Married, working, travelling
?

students will be well into the child bearing age, whereas most older students will be beyond that age. Some diversity in career choice is apparent (e.g., corporate management, laboratory research, writing, clinical psychology, art critic). However, the majority of the careers are in fields traditionally chosen by women.

AFTER GRADUATION DO YOU PLAN TO CONTINUE YOUR EDUCATION AT A GRADUATE OR PROFESSIONAL SCHOOL?

DEFINITELY YES PROBABLY YES PROBABLY NO DEFINITELY NO UNDECIDED
HAVEN'T THOUGHT ABOUT THIS MATTER (Table 22)

About 61% of the Younger and 39% of the Continuing Education students stated that they would probably or definitely attend graduate school. Nearly 23% and 21% respectively, say that they will decline this option. The large number of "yes" answers represents high and, for most, unrealistic aspirations, considering the percentage of undergraduates who actually continue in graduate or professional schools, and considering the current poor manpower projections for many professions. The differences between Continuing Education and Younger students show up in the "undecided" category, the choice for 32% of the CEs but only 14% of the younger students. Concerns which may produce indecision for a continuing education student would include her responsibilities for home and family, her husband's job, and perceptions of her ability to succeed in areas (graduate or professional school) where older students are a minority. Thus, the data may imply that the bachelor's degree is the highest level of academic aspiration for more CE than Younger students. Finally, the high percentage of affirmative answers to this question suggest that students hope that the college will develop and cultivate their aspirations.

TABLE 22
Graduate School Plans

	Definitely Yes	Probably Yes	Probably No	Definitely No	Undecided	No Thoughts
Continuing Education: Full-Time (N=16), 16 Respondents	3	8	2	0	1	2
Continuing Education: Part-Time (N=49), 46 Respondents	5	8	9	2	19	3
Total	8	16	11	2	20	5
	12.9%	25.8%	17.7%	3.2%	32.3%	8.1%
Younger Students: Seniors (N=21), 20 Respondents	7	7	3	3	0	0
Younger Students: Juniors (N=11), 11 Respondents	4	4	1	1	1	0
Younger Students: Soph. (N=15), 15 Respondents	4	2	2	1	5	1
Younger Students: Freshmen (N=11), 11 Respondents	0	7	2	0	2	0
Total	15	20	8	5	8	1
	26.3%	35.1%	14%	8.8%	14%	1.8%
Grand Total	23	36	19	7	28	6
	19.3%	30.2%	16%	5.9%	23.5%	5%

HOW MUCH TIME EACH DAY, ON THE AVERAGE, OF THE FIVE-DAY "WORKING" WEEK DO YOU SPEND AT EACH OF THE FOLLOWING ACTIVITIES?

AT CLASS
SLEEPING
AT WORK (WORK STUDY IF APPROPRIATE)
STUDYING IN ROOM OR HOME
STUDYING IN LIBRARY
WITH EXTRA CURRICULAR ACTIVITIES
EATING AND TRAVELING
RELAXATION WITH FRIENDS OR FAMILY
RELAXATION ALONE
CARING FOR ROOM OR HOUSEHOLD
PRIVATE INTELLECTUAL OR ARTISTIC PURSUITS

(Table 23)

What do they do with their time? This question has probably been on the lips of parents, teachers and administrators at one time or another. About 75% of the respondents supplied valid answers to this question. As Table 23 shows, the combined CE and combined younger groups spend similar amounts (± 1 hour) of time in all activities except in class (3.8 vs. 2.6) and caring for room or household (3.2 vs. .6). Part-time CE students differ from other students, predictably, in time spent in class (less), studying (less) and at work (more). In contrast full-time CE students spend less time at work, but also less time with extracurricular activities, less time relaxing alone, less time in private pursuits, but more time caring for family and household. Apparently, school and family consume the time of this group.

CE full-time and Younger students spend similar periods of time in class, sleeping, studying, eating and traveling, and relaxing with family or friends. Generally, Younger students don't differ appreciably among themselves on this variable, although sophomores sleep slightly less, while freshmen and seniors are in class slightly less but spend more time relaxing with friends or family. Regardless of class level, many Younger students spend at least two hours at work each week day.

These differences in distribution of time may interest some students.

TABLE 23

Distribution of Students' Time (in Mean Hours) During Class Days

	Class	Sleeping	At Work	Studying in Room or Dorm	Studying in Library	With Extra-Curricular Activ.	Eating and Traveling	Relaxation with Friends or Family	Relaxation Alone	Caring for Room or Household	Private Intellectual or Artistic Pursuits
Continuing Education Students: Full Time N = 16, 13 Respondents	4.2	7	.2	3.1	.6	.1	2.5	1.7	.4	3.4	.4
Continuing Education Students: Part Time N = 49, 38 Respondents	2.1	7	4.4	1.8	.3	1.1	2.2	1.9	.7	3.1	.8
Mean	2.6	7.0	2.9	2.1	.4	.9	2.3	1.8	.7	3.2	.7
Younger Students: Seniors N = 21, 18 Respondents (average	3.7	7	2.4	2.7	.5	1.7	2	2.3	1.3	.4	1.4
Younger Students: Juniors N = 11, 9 Respondents (average)	4.0	6.6	2.3	2.6	.6	1.1	2.3	1.8	1	.4	1.1
Younger Students: Sophomores N = 15, 15 Respondents (average)	3.9	6.3	2.1	3.9	.5	1.4	2	1.7	.9	.8	.9
Younger Students: Freshmen N = 11, 5 Respondents (average)	3.6	6.9	2.6	2.3	.7	.7	2.1	2.4	.9	.6	.8
Mean	3.8	6.7	2.2	3.0	.5	1.4	2.1	2.0	1.1	.6	1.1

For example (based on conversations with the writer), some younger students believe that continuing education students, especially part-time CEs have a lot of time to prepare for classes. Yet many part-time continuing education students work at least four hours daily (many work eight hours, some are not employed). Also, some continuing education students believe that younger students just attend class and study. Yet, at least a quarter of them work, producing an average of two hours of work daily among them No doubt, other comparisons could be made which should alter opinions of students.

RANK THE FOLLOWING ASPECTS OF COLLEGE LIFE ACCORDING TO THEIR POSITIVE IMPACT OR INFLUENCE EACH HAS HAD ON YOUR THINKING AND BEHAVIOR.

ADMINISTRATION/STAFF
COURSES AND COURSE MATERIAL
EXTRACURRICULAR ACTIVITIES
INSTRUCTORS
OTHER STUDENTS
RELIGIOUS ACTIVITIES
PRIVATE INTELLECTUAL OR ARTISTIC PURSUITS
OTHER (SPECIFY) ______________________________

(Tables 24 and 25)

Table 24 shows the average (median) rankings of the seven ("other" excluded) aspects listed above. As medians of ranks, a 1 to 7 ordering does not occur on the tables. The reader should be cautioned not to place these factors on a hierarchy of competing influences, but rather view them as different yet interacting points of contact for students. Predictably, those factors which generated the strongest positive influence on students are those which demand most of their time: courses and instructors. "Other students" and "private pursuits" have less, but still substantial impact, whereas "administration/staff" and "religious activities" appear to produce the least impact. Except for the continuing education students' overall lower ranking of "extracurricular activities," differences between Younger and CE students appear to be non-significant.

TABLE 24

Median Rank* of Perceived Positive Impact of Seven Aspects of College Life on Student Thinking and Behavior

	Administration/Staff	Courses and Course Material	Extracurricular Activities	Instructors	Other Students	Religious Activities	Private Intellectual or Artistic Pursuits
Continuing Education Students: Full Time (N = 16), 10 Respondents (average)	5.5	2	6	2	4	6.5	3
Continuing Education Students: Part Time (N = 49), 21 Respondents (average)	5	1	6.5	2	4	6.5	5
Younger Students: Seniors (N = 21), 13 Respondents	6	2.5	5	3	2	5.5	4.5
Younger Students: Juniors (N = 11), 7 Respondents	5	3	4	3	4	7	4
Younger Students: Sophomores (N = 15), 12 Respondents	6	1.5	4	3	3	7	5
Younger Students: Freshmen (N = 11), 7 Respondents	6	2	5	2	3	7	2

* 1 = highest rank (most positive influence)
7 = lowest rank (least positive influence)

TABLE 25

Median Rank* of Perceived Positive Impact of Eight Aspects of College Life on Student Thinking and Behavior

	Administration/Staff	Courses and Course Material	Extracurricular Activities	Instructors	Other Students	Religious Activities	Private Intellectual or Artistic Pursuits	Other (specify)	Other Influences
Continuing Education Students 11 Respondents	5	1	6	2	5	8	3.5	5	Barat facilities Children Family Household and job Husband (2 resp.) Outside friends Personal needs & goals Speakers Work (2 resp.)
Younger Students 7 Respondents	7	3	5	2	4	7	5	4	Advisor Area, Grades Being on my own Family Fiancee Parents Student Teaching

* 1 = highest rank (most positive influence)
7 = lowest rank (least positive influence)

The data of those 18 respondents who chose to rank eight aspects (including "other") of college life (see Table 25) are not noticeably different from that described above. The "other" category unexpectedly yielded median ranks of 5 and 4, respectively, for CE and Younger respondents. That is, while facilities, children, advisor, or work were identified as influences, they appear to have a weaker impact than those listed in the questionnaire.

Student opinions which were solicited on 13 college-related issues of current or long standing importance at Barat are summarized below. To appreciate the hetereogeneity of student opinion, the reader should peruse all comments produced for a particular item. Most comments appear as originally written on the questionnaire. However, for ease in tabulation and clarity in presentation, minor editing of some statements was performed. In most instances opinions have been arranged and ordered, beginning with the positive statements, proceeding to the mixed or indeterminate ones, then to the negative, and finally to "other" responses. Numbers in parentheses denote the frequency of the particular response. In accordance with the format followed in this report, brief comments will accompany each item. The thirteen opinion items were preceded by the statement "Briefly, provide your opinion (if you have one) about the following issues of concern at Barat."

THE FOUR COURSE SYSTEM (Table 26)

Soon after the four course system was introduced during the 1973-74 school year, controversy began. Table 26 shows that the definite opinions were almost evenly split between favorable and unfavorable. This split occurred for Continuing Education and Younger students alike.

TABLE 26

Opinions on "The Four Course System" (continued)

Continuing Education Students: Full Time
N = 16, 10 Respondents

OK - would like more 1 credit courses
Gives more time for expanded effort in each course
Adequate course load to pursue topics without feeling overwhelmed
Demands much outside work - only some of which is valuable
Positive and negative aspects - need more time to work it out
Not good - limited courses, conflicting times - hard to get courses wanted
Bad - too much work from teachers, too little time to complete it
None
?
Have had no contact with this system

Continuing Education Students: Part Time
N = 49, 23 Respondents

Fine
I like it
Good as it allows for more comphehensive work - too much time spent in classes
Allows greater flexibility
Generally good
Fine as far as I'm concerned - in line with other colleges
Compaible with other institutions
No complaints
Depends on course - flexibility important
Some instructors have developed unrealistic demands upon students' time
The semester is too short - cannot cover enough material
Prefer 3 hour courses - bigger variety of courses
Too difficult for part-time - load is either too heavy or too light
    Difficult (change)
Don't like it - less time to prepare for classes and to complete assignments
Prefer 3-2-3/get better concentration with less classes
My course load is limited - unqualified to answer
Rigid - prefer quarter system to semester system
No opinion (3)
N/A
Matters little to me - 2 hours seems too short

Younger Students: Seniors
N = 21, 19 Respondents

Great
Good - especially 2 credit courses
Good - needs revamped

Opinions on "The Four Course System" (continued)

Prefer it to the 5 course system - more concentration
Better - like extra class meetings
OK - good
Provides enough variety, yet not too much to spread one thin
Like it - room for improvement
Narrowing down concentration more realistic for learning to occur
Does not bother me
At the beginning hard to adjust - demands better schedule plan
Should have been thought out better
No different
Needs more concentration on communication skills in class and out
Less opportunity for getting into courses outside of major
I don't like it - too narrow
Difficult to adjust to - much more pressure
5 courses system was better, very dissatisfied - cuts down alternatives

Younger Students: Juniors

N = 11, 10 respondents

Like it - more spread out (work load)
It suits me in my major
Good - needs points ironed out to lessen pressure
Intensified work load - quite effective in production, comprehension
I like it
Puts too much pressure on students - too much work
Too confining - misunderstanding by faculty of how much work done
Bad - too limiting - degree of concentration uncertain for faculty
Limits taking courses outside of major
I am against it (especially for part-time). 19 hours hard to work out

Younger Students: Sophomores

N = 15), 13 Respondents

It's a good idea
Like very much - depth achieved
Good
Prefer system to previous 5 course system
Working out better with more time - people are adjusting

Opinions on "The Four Course System" (continued)

Not enough variety in courses
Too much pressure - limits course freedom outside major
Don't like it - can't get a taste of many fields
Don't like it - can't go deeper into aspects of course - just work assignments
I hate it - using it to add extra work and pressure
Too much work - prefer 5 courses/3credit hours
Difficult for double majors - too much work

Younger Students: Freshman
(N = 11, 6 Respondents

Rather effective
Prefer it to 5 course system
Good, but professors give too much work
Accept it - 2 credit courses make situation difficult
Tends to make teachers expect too much from students
Only system (I'm) familiar with

THE QUALITY OF ACADEMIC ADVISEMENT (Table 27)

About 67% of the C.E. and 49% of the Younger students reported favorable (including OK, adequate, good and stronger statements) opinions regarding the quality of academic advisement.

OVERALL QUALITY OF INSTRUCTION (Table 28)

More than 78% of the respondents reported favorable opinions of the quality of instruction. Continuing Education and Younger students did not differ appreciably on this issue. Related is the earlier analysis of CSQ results which showed that students were highly satisfied with faculty (see Figure 1). Opinions given to the two previous items confirm these findings and suggest that satisfaction may be more closely related to instruction than to advisement.

THE CONTINUING EDUCATION PROGRAM (Table 29)

The greatest and most significant gap between CE and Younger student opinions pertains to that issue most central to this report. With 94% of the CE and 90% of the Younger students responding, it was found that 77% of the CEs but only 46% of the Younger students definitely approved of the CE program. Analysis of the remarks contained in Table 29 shows that Younger student comments were directed at the program and at the CE students (although the latter was not part of the question). Further analysis shows that the favorable views are held by more CEPT (78%) than by CEFT (64%) students. On the opposite end of the continuum, only 10% of the CE but 42% of the Younger students dislike the program (or its students). Of the latter group, 32% were seniors, 32% juniors, 27% sophomores, and 9% freshmen. The distribution of the 46% of the Younger students who liked the program was also unequal: 36% were senior, 14% junior, 7% sophomore and 43% freshmen. In an earlier discussion of the CSQ it

TABLE 27

Opinions on "The Quality of Advisement"

Continuing Education Students: Full Time
(N = 16), 12 Respondents

Mine has been all I could want
Extremely helpful, innovative, sharp (Dr. Vogel)
Very good
Was heard and able to expand my education
Good (2)
Fair (4)
Needs improvement!
Don't know

Continuing Education Students: Part Time
(N = 49), 36 Respondents

Excellent (6)
Excellent so far
Very high - everyone always ready and eager to help
Excellent (for me) - another new student had a 300 level as her 1st own choice
Found to be very good
Pretty good
Fairly good - highly individualized
Good (3)
If you need it it's there for the asking
Seems adequate - always get help when asked
Seems very adequate
Above average
Fair (2)
Adequate but could be better - advisor overworked/I felt rushed
Can never get enough time with advisor (20 min.) Use own judgment
Difficult to coordinate with teaching staff
Better than previous college
Generally found advisors unable to provide specific advice or counsel
Apart from my major field, not received any particularly strong guidance
I have not been pleased
Should be improved - been warned of mistakes in advising/nervous
Weak in my field (General Scientific Studies)
Poor in my particular area (P.S.)
Advisors seem to assume all students can grasp idea of self-directed study, library use. Continuing Education students feel disadvantaged, negative
Registrar - clear about credits - confusion exists in counselors on what is required
N/A
?
Not relevant to my concerns

Opinions on "The Quality of Advisement" (continued)

Younger Students: Seniors
(N = 21), 20 Respondents

On the whole, very good
Pretty good - people are willing to help
Has been fine for me
Fairly good for freshmen - improvement needed in occupational opportunities for graduates
OK (2)
Fairly adequate - students should be involved
Needs more emphasis at the basic levels - needs more support to give students impetus to do well/be interested
My experience has been satisfactory
Fair
Fair - many are qualified but not interested
Adequate
Could be better
Good possibilities
Poor on freshman and sophomore levels - vast improvement when major declared
Very poor
Rather poor
Poor - little interest shown in student's future
In my department it stinks! Don't know about others
No opinion

Younger Students: Juniors
(N = 11), 11 Respondents

Fine - advisors encouraging
In own case (Art History) faculty advisement is excellent
Pretty good
In each particular field very good
Good (2)
Ok in my department
OK
Hope to have more
Needs some improvement on freshman-sophomore levels
Not relevant enough to life away or after Barat

Younger Students: Sophomores
(N = 15), 15 Respondents

Excellent - wish I had better advice first two years
Very helpful - frequently available

Opinions on "The Quality of Advisement" (continued)

Very good
Quite good
Quite satisfied
Good (2)
Good and always available
Pretty good (in pre-med little concrete advice)
Good - must seek it out for self
Fairly good
As freshman - little emphasis on wide, solid education; present advisor big help
Fair
My first was not available - no suggestions/poor
Don't have much occasion to call upon advisor

Younger Students: Freshmen
(N = 11), 9 Respondents

Excellent
Available to the students when needed - excellent
More than delighted to be of assistance to the students
Very good - lacks are student's fault
Very good
Adequate when pursued
Could be better - sense lack of personal interest - overall, good personal help in planning academic program
Not as effective nor available as it could be
Tends to be misleading, not always what it says it will be

TABLE 28

Opinions of "Overall Quality of Instruction"

Continuing Education Students: Full Time

(N = 16), 16 Respondents

Excellent (2)
Excellent (in psych-inspiring and challenging)
Excellent in 75% of cases. Poor in 25%
Very high
Very good - excellent in some respects
Very good (2)
Good (2)
"B"
Too structured!
Fair (2)
Adequate generally - have had some bad experiences
Half and half - very good to bad

Continuing Education Students: Part Time

(N = 49), 40 Respondents

Marvelous! Creative, distinctive, personalized
Excellent (12)
Excellent, but only had one instructor
Very good (5)
Quite good
Great - allows for individuality - treats individuals as adults at Barat
Pretty good
Quite pleased - very informative and interesting
High level and professional
High
Very good
Good (7)
Reasonable
Adequate
OK
So far good for me
Room for improvement (in Theatre Arts) - need to be motivated to guide, clarify
Fair
Poor

Younger Students: Seniors

(N = 21), 21 Respondents

Fantastic!
Excellent (2)

This year - great!
Pretty good - some instructors are excellent
Pretty good
Very good
Good to excellent
Good (5)
Good in Art Department - need more prof. in psychology dept. (double major)
Knowledgeable - lack of concern for students
Good qualification - good presentations - needs class workshops
A range from very poor to excellent
Qualified instructors, approach is structured-unconducive to creativity
Fair
Unhappy with instruction in major field
Worst I've seen yet.

Younger Students: Juniors
(N = 11), 10 Respondents

Excellent (2)
Very impressed - well educated
High
Outstanding in its excellence (Art History) not consistently excellent
Good - with exception of poorly handled discussion classes
Good (2)
Generally acceptable - some extremes at both ends
Dependent on each instructor in each department

Younger Students: Sophomores
(N = 15), 15 Respondents

Usually excellent
Very good in courses I've had
Very good - knowledgeable professors and teachers
Very good (5)
Two out of four are excellent other two need improvement
Pretty good
Good (3)
Large holes in areas where teacher will settle for less (than excellence)
Average

Opinions on "Overall Quality of Instruction" (continued)

Younger Students: Freshmen

(N = 11), 10 Respondents

Excellent
Very good - like it if students were more involved
Very good
High quality
Good
Good (Communicate on students' level)
Undoubtedly capable - trouble communicating ideas
So-so, Teachers tend to stick to one style - not enough creativity
Some of faculty are open to interpretation and criticism - some aren't
Fair

TABLE 29
Opinions on "The Continuing Education Program"

Continuing Education Students: Full Time
(N = 16), 14 Respondents

Excellent
Very good
Very good, everyone willing to help
Very good, except for counselling in major department areas to continuing education students
Good
Hooray! I've learned so much from the younger students. A dream come true
Improving as needs become apparent. Advisement seems good
Has experienced some growing pain but improving steadily
Needs work, has great potential. Must concentrate on integration with the traditional students more than anything else
Excellent pilot program but hope courses will not lower standards to accomodate idiosyncracies of women returning to college
It has possibilities
Perhaps faculty and staff sometimes bend rules too much at expense of college level achievement
Would never know it was here - what is it doing? for me? for other students?
Don't know

Continuing Education Students: Part Time
N = 49, 47 Respondents

Superb
Excellent (9)
Excellent. My experience of returning to school has been made very smooth by the continuing education department. I feel they have their finger right on the pulse of contemporary women
Doing extraordinary job
Very very good
Fine. Needs more two hour course meeting twice a week
A wonderful opportunity for me. Have been made to feel "at home" here by all
Very good (6)
An important part of my life
I think it is fantastic for people who fit that definition, but think the younger students resent CLEP students
Excellent program although I feel the problems are overemphasized. Many schools have "alleged" students
What little I know if its whets my appetite more
It's a great idea. Wish the courses came at more convenient times so I would just come all morning or afternoon. I hate the 4:30 to 5:30 time slot. It's very inconvenient for married women
Very good especially the 4:30 class time

Opinions on "The Continuing Education Program" (continued)

For me very satisfactory
Usually great. Would hope to see more courses offered in evenings
It has done very well especially in light of the sudden expansion. It is also a very necessary program
Very good - concerned with easing problems of getting back in school and then providing good programs of study plus advise
Very happy to be in it. I had been unsuccessful in finding courses relevant to nurses before starting at Barat
Good financially sound idea for a small women's college in a suburban area. Personally I'm happy with it
Good (4)
Good start but needs greater institutional commitment re: convenient hours (4 day a week courses a handicap) and appropriate and specialized courses: see Mundelein
This is good but certainly needs ironing out on requirements of various areas and counseling of students as to what and when to get courses in
My reason for transferring to Barat directly relates to the school's policy of giving college credit for past educational experiences (in my case, nursing)
Wish more classes could be made available in the summer months that should be of value to me . The one listed I like, I've had
Have been helpful to me. Hopefully, more courses will be offered. Also, I have found class times somewhat difficult to manage with a full time job
Still feel like "outsiders" but continuing education department has attempted to include and encourage our participation. Schedules don't always allow for same
Needs some improvement
Very bad advice given by the continuing education department
Very disappointing so far
Needs much more attention

Younger Students: Seniors
(N = 21), 20 Respondents

Very good. Helpful to Barat financially
Good
Positive input to the Barat community - good way to encourage more students
Fine with me
Alright
Mostly interesting and enlightening-however sometimes frighteningly revealing
I am interested, yet feel the college has concerned itself too much with this program
Could be better - more communication. It is important in the college
Sometimes feel Barat is haven for bored housewives who are sick of the country club; others - good to see women pursuing interests outside of home life

Opinions on "The Continuing Education Program" (continued)

Some of these women should have stayed home, but on the whole, most of them prove to be stimulating classmates

I feel shut out by them - Barat caters to them - resentment

Needs more integration between students here and those continuing outside the classroom. How about on the basis of being women

Parking facilities should be expanded

Frustrating for me

Problematic

I feel oppressed by the Continuing Education students in my classes. They dominate and spoil the learning situation

I wish the administration wasn't pushing it so much. I feel as though I'm attending a community college

Should not overtake what is already here

No particular opinion for or against

Making Barat more of a community college at the expense of the traditional student body

Younger Students: Juniors
(N = 11), 10 Respondents

Very valuable for bringing students down to earth. Some continuing education students have been a real help to me personally and academically

Very good

It has its good and bad points. Tends to generate a good deal of emotive behavior. I'm more positive than negative about the program

According to the recent self study report, the project growth of the continuing education program may assume a disproportionate dominance, in my opinion. The goals of the college should remain focused on undergraduate age students

Too much emphasis on this program; special adjustments made for continuing education students do not benefit traditional students. Resent it somewhat

Needs more integration

The women are apple polishers (not all of them, I know). They may have families to take care of, but I think the students living here have emotional, physical and course loads that exceed these women, and I don't feel that this is being taken into consideration enough

Great for the ladies but not always for the student

Unfair to "lump together" continuing education students taking one or two classes and other students with full loads. Grade curves among peers would be more fair

Over emphasized

Opinions on "The Continuing Education Program" (continued)

Younger Students: Sophomores
(N = 15), 13 Respondents

It is a good thing to offer
The idea was good, but the continuing education students are too overpowering. They monopolize too much of the time spent in class discussions
OK, but hard on full-time students - many continuing women only take one course, so have more time to study
I think the women in continuing education either bring the level of the class way down or they also make the competition in other courses incredibly tough
I highly respect the women for continuing their education, but at times they disrupt the class with their irrelevant stories
Sometimes I feel bad for the continuing education students because it must be terribly difficult to go to school later in life. I admire their fortitude. Unfortunately some try too hard to impress the teachers
A definite detriment
A disruptive effect on many courses, especially psych. Some continuing education students do not know classroom etiquette and teachers allow behavior that wouldn't be tolerated by younger students
They get their way too often
Most times continuing education people look down on us regular students - especially in Psych Ed. - Child Psych and the like - think they know it all
Continuing Education students are very distracting in class usually and too demanding of special unnecessary privileges. I don't like the program
Don't know. The continuing education ladies can be a pain upon occasion
I have no opinion

Younger Students: Freshmen
N = 11, 9 Respondents

Excellent
Very good
Good
Has an interesting effect in class. I enjoy these older "people from the outside" and their diverse minds
The program is good. I think the problems are individuals
It gives a chance for older women to come and finish their education they didn't achieve earlier in their life education
They tend to make the students look bad because they have more time than the students to spend on one course
Seems to create a strained atmosphere and quite a bit of hostility from both continuing education and traditional students. Nice opportunity for continuing education students but integration with traditional students is a severe problem
Unknown

was suggested that some (but not the majority) Younger students may regard continuing education students as academically threatening. Perusual of remarks (e.g., "a definite detriment") contained in Table 29 shows why this hypothesis is tenable. The second discrepancy noted in the data of this table is the difference between freshmen and upperclassmen. More freshmen than upperclassmen spoke favorably (43%) and fewer spoke unfavorably (9%) of the continuing education program or its students. To understand the freshmen reaction consider the following factors. The 73-74 school year was the second, third, or fourth for most Younger students. As freshmen they had made substantial, perhaps radical, adjustments in order to succeed in college. However, early in the 73-74 school year their academic life is again markedly changed when more than 200 (about 25% of the student body) continuing education women appear and, in addition, the 4-0-4 system begun. Not only were most CEs new, they were older, more experienced, generally goal-oriented, and highly motivated. Furthermore, extensive energy, attention and publicity were generated by the college on their behalf. Combined, these circumstances could have produced the dissatisfaction, spoken of earlier in the CSQ analysis, in Younger students. For freshmen, however, the CEs and the 4-0-4 system were just part of the total college scene which demanded their assimilation and accomodation. In addition, as the typical CE student enrolls at the sophomore or junior level (see Table 5) and in upper level courses, freshmen are likely to encounter fewer continuing education students as classmates. Possibly, the hostility of certain Younger students is a displacement or a generalization of similar feelings toward the 4-0-4 system (see Table 26). Again, a more thorough analysis of the data may yield alternative hypotheses.

It should be emphasized that the negative feelings of Younger students are not unanimously shared, nor are the feelings necessarily permanent. Observations by some students, faculty and administrators during the first semester of the 74-75 school year indicate that some of the ill feelings have diminished. A follow-up investigation could supply the evidence necessary for checking these observations.

THE EFFECTIVENESS OF STUDENT GOVERNMENT (Table 30)

THE EFFECTIVENESS OF COLLEGE SENATE (Table 31)

Student government and the broad based College Senate fulfill necessary functions in the operation of Barat. Both Younger and CE students are eligible to serve on both systems. However, Tables 30 and 31 demonstrate that most CEs don't have an opinion about governance. A combination of factors - lack of knowledge, interest, and time - are the major contributors In contrast, most Younger students have sufficient knowledge or interest in governance as to have definite opinions about its effectiveness. About 37% agreed student governance was working and 31% felt the same about the College Senate. However, the incidence of negative opinion on these issues was higher: 41% disliking Student Governance and 43% criticizing the Senate.

YOUR SOCIAL LIFE AT BARAT (Table 32)

About 70% of the 71% CE students responding do not participate in social life at Barat. Explicit in many of their remarks and implicit in others is the notion that their social life is centered at home. Yet, 30% expressed satisfaction with the social activities which Barat offers. Of the 97% of the Younger students who responded to this item only a third were satisfied with the social life. About 50% of them disliked it, many intensely so.

QUALITY OF CAMPUS RELIGIOUS LIFE (Table 33)

Like their opinions on social life, CEs' views toward campus religious activities indicated that students did not know and/or were not interested. Only 50% responded to this item. However, about 35% of the Younger students were definitely satisfied and 18% dissatisfied. The numerous remaining remarks reflected no opinion, both satisfaction and dissatisfaction, or no involvement.

TABLE 30
Opinions on "The Effectiveness of Student Government"

Continuing Education Students: Full Time
(N = 16), 9 Respondents

Good
Have felt no particular effect from it
Ok I guess. Don't know that much
Don't know enough to answer knowledgeably
Don't know (2)
No opinion
Not sure
?

Continuing Education Students: Part Time
(N = 49), 21 Respondents

Fair (2)
Know very little except the comments and enthusiasm I hear from students living here
I believe they have strong voice in helping shape school policy
Important
Don't know (5)
Don't know anything about it nor care
No opinion (2)
Not involved
Off campus - not concerned. Don't know
Not aware of it
Have no idea how it works but would like to have a voice myself
Not aware or involved
Unfamiliar
Have no knowledge
?

Younger Students: Seniors
(N = 21), 20 Respondents

Excellent
Pretty effective
Fairly effective - some faculty still paranoid of their potential
Not bad
OK
Good but could communicate their activities
Have seen them get things accomplished
Depends on those in the elected office
Typical - students are very apathetic about our government

Opinions on "The Effectiveness of Student Government" (continued)

Token representation
Ineffectual. A dream world also
Doesn't do very much
Doesn't touch many personal needs. In minds of most students it is window dressing
Not too much
Poor - no real voice
Not great
? - not interested
Not aware of any
No opinion
Can't really tell

Younger Students: Juniors
(N = 11), 11 Respondents

Very good
Fairly effective (2)
Good. Needs more student support and interest
Only as effective as students make it, and with current apathy that's bound to be low. Barat have very little to organize and fight against
Moderate amount of power granted, but not used as well or to greatest degree as sometimes should be. Problems too long to resolve
Not enough power in deciding important questions
Could be more so - needs more push and participation
Not too high
I hope it is more effective
Not closely observed it. My concern is academic development and relationships

Younger Students: Sophomores
(N = 15), 11 Respondents

Pretty good
Good
Governing board seems to be doing much more this year than last. Sometimes wonder how much freedom they have and how much they are controlled by the administration and SAS
More effective than at most schools I know
Needs improvement
Mediocre
Not too effective. But student body led to think so by administration
Not effective (2)
Not aware of their activities
I can't say

Younger Students: Freshmen
(N = 11), 7 Respondents

Yes
Very
Don't know much about it but it sounds satisfactory
There is a great deal of apathy among most. Not aware of what's going on
Not effective because it never really voices opinions of students
What student government?
No comment

TABLE 31
Opinions on "The Effectiveness of College Senate"

Continuing Education Students: Full Time
(N = 16), 11 Respondents

Good
Ok - don't know that much
Have felt no particular effect from it
Don't know (2)
Don't know enough
No opinion
Not sure
? (3)

Continuing Education Students: Part Time
(N = 49), 22 Respondents

Fair (2)
Am not here to involve myself with this so know very little except comments and enthusiasm from students living here
Don't know.
Know little about it
No opinion (3)
Don't know anything about it. Don't care
Don't know (6)
Unfamiliar
No knowledge (2)
Can't say
Off campus - not concerned with it
? (2)

Younger Students: Seniors
(N = 21), 16 Respondents

Excellent
Very good
Good
Fair
Well organized
OK (2)
Not great
They love to talk - ineffective
It doesn't touch too many of the deeper needs eg. identity as person
Lame duck
Not aware of any

Opinions on "The Effectiveness of College Senate"
(continued)

Can be worked upon. Issues tend to drag at meetings
? Not interested
No opinion (2)

Younger Students: Juniors
(N = 11), 9 Respondents

Fairly effective
Needs work in area of communication of procedings. I find it interesting
A moderate amount of power is granted, but not used to as a great a degree as sometimes should be. Problems take too long to be resolved
Needs more student input
When pursuing interests of faculty - successful and effective. Token for students
Uncertain if Senate really is governing body or a token with decisions made by administration ultimately
What College Senate?
Don't know well
Am ignorant about government but receive information about its decisions

Younger Students: Sophomores
(N = 15), 10 Respondents

Good
Alright
It bogs itself down in trivia
Not effective (2)
After attending many Senate meetings, am not impressed. Mainly circular debates and paper shuffling
Poor - what do they really do
Can't say
Don't know
Not aware of activities

Younger Students: Freshmen
(N = 11), 7 Respondents

Very
Satisfactory to students
Yes
Who?
Great deal of apathy among most. Am not always aware of what's going on
Not really voice of students
No comment

TABLE 32
Opinions on "Your Social Life At Barat

Continuing Education Students: Full Time
(N = 16), 12 Respondents

Good
More than I'd expect as a day student
Adequate - not my primary source of social activity. There is no time for one, I'm satisfied
Last semester spent more time on campus and it made me feel more a part of campus life
Minimal - social life is with husband and friends
Married, and home and family is main concerns. Social life here limited to classroom and chats over coffee
Didn't come to school for social life
Live at home
Only concern is rapport with fellow classmates. Most exchange has been enjoyable
I am married
Doesn't apply

Continuing Education Students: Part Time
(N = 49), 34 Respondents

Good contact with students
Satisfying
Enjoyed other students
Have very little because distance from school, however, Barat seems very friendly
Limited but good
Satisfactory
Met interesting women
Enjoy contacts I've made but primarily my social life is not at Barat
Have little time this year but many opportunities
None (6)
None, and no desire for one
Feel betwixt and between, but not too concerned. My purpose not social. Students seem tolerant
Minimal. I live off campus
Little
Practically non-existent
Almost non-existent except for contact with sitters
Nil - since I have family and live off campus
Have none here, nor seek none
Don't know
I have family of my own
It's not a factor, personally
Not involved

Opinions on "Your Social Life at Barat" (continued)

So far (1st semester) haven't gotten involved - because I'm continuing education
Some - not too much because of limited time and duties at home
Minimal for me
Commuting student
Don't live here
N/A (2)

Younger Students: Seniors
(N = 21), 21 Respondents

Enjoyable
Always been very good
Fine
Usually it's been very good, at times, low, but this is rare
Satisfied
Good
Has been good. Social life at Barat is self-motivated
Usually good, slows down once in awhile (mostly outside of Barat)
Okay. Your social life is what you make it
I have made it myself
Alright
Ok
Fair
Not too great. It's been going downhill since freshman year
Very dissatisfied
Awful is the only word for it
Big zip
Most girls without steady boyfriends lead very unhappy social life
Almost none
Maintained independent of Barat, for Barat social life is plastic, artificial, forced and unhealthy
Have spent most time off campus on weekends - in personal relationships, can't say

Younger Students: Juniors
(N = 11), 11 Respondents

Very good - make it as good as I want
Good
If "social" means with fellow Barat students, very rewarding. Not concerned with mixers or dating
Adequate
Not stupendous, but with a steady boyfriend social life made important when with him
Very much lacking - transportation real problem

Opinions on "Your Social Life at Barat" (continued)

What you make it
Real sad - nothing to take you out of "norm". Never anything new. Area of bars unless you have car
What I expected for an all girls' school - not much
Virtually non-existent
Will infrequently socialize with males; occasionally go out with my friends

Younger Students: Sophomores
N = 15), 13 Respondents

Satisfactory
OK
I have little time for social life. Mixers remind me of high school, I rarely go
Very good outside school. Social events are a bust due to student apathy
Good, but not because of anything Barat's programs have done
Not very active. Social Committee works hard, but it's hard to get nice guys to come stag
There is none. Student must seek out social life. Highwood bars are only thing available for girls without transportation
Pretty poor
Not so good
Pretty dead
Would be drab, if I lived at Barat. Keep social life very removed from Barat
Much poorer this year than last
Is weakest part of Barat. It's secluded from real life. No social life at Barat

Younger Students: Freshmen
(N = 11), 11 Respondents

Better but still leaves much to be desired. Would like creative, intellectual and fun sharing with males
Adequate - I've never had a wild night life - thought I'd like to try it sometime
Somewhat limited. The school has to offer more social activity to students
Would like to see more Women's Liberationists on campus. I'm disgusted by conservatives
Really don't have one
Rotten for commuter
Boring
None
Lacking
Is dead
Poor

TABLE 33

Opinions on "Quality of Campus Religious Life"

Continuing Education Students: Full Time
(N = 16), 12 Respondents

Good
Available, though not involved. Attend at our parish
Insufficient. College is neutral on abortion. College has lost identity in this sense
Attend services at local community
Don't know (2)
Don't know. Attend own church
I don't bother
No idea
Am uninterested
?
N/A

Continuing Education Students: Part Time
(N = 49), 26 Respondents

Seems to be very high
Excellent as to my limited knowledge
Good
Ok (2)
Don't know
Don't know (OK)
Don't know, not interested. Doesn't hinder me
No way of knowing
Unfamiliar
Haven't had opportunity to investigate - no time
Unknown to me
Not acquainted
No opinions
No experience here
Commuting student
Don't participate
Live off campus
Not have long enough to judge
None
Doesn't involve me
Don't have one
N/A
Not involved
Not relevant to me
?

Opinions on "Quality of Campus Religious Life"
(continued)

Younger Students: Seniors
(N = 21), 20 Respondents

Great
Pretty good
It has changed me into a better more complete woman, am truly grateful
Good. Always opportunities to participate in religious experiences
Good
Very good
Excellent for Christian and Jewish students, but "0" for the rest of us
Satisfied
Good
Must be part of clique, I'm completely removed from subject
It's a dream world
Rather limited
Too liberal
BBC turns people off
OK
Not active
? Not interested
No opinion
Not concerned
Do not know

Younger Students: Juniors
(N = 11), 10 Respondents

Excellent
Fine for Catholic students. Not Catholic and don't expect Barat to provide for religious life
Good
Fairly good. Adequate for Catholics
Many enjoy it. Not Catholic nor active in BCC
Not stressed and sometimes different religions forgotten
Not aware of much for non-Catholics - not that I want to be
Too folksy, get upset if you don't agree once you participate
Not interested (2)

Younger Students: Sophomores
(N = 15), 10 Respondents

Good - very good for those who wish to be involved

Opinions on "Quality of Campus Religious Life"
(continued)

Good
Great if you're Catholic
Don't attend, but from friend, very good
Not involved. Impression is people try to be relevant and pious at the same time, not very believable
Somewhat of a clique, a little to liberal Catholicism in many ways
Not sure
Wouldn't know
Don't know. Not interested
Not interested in religion

Younger Students: Freshmen
(N = 11), 11 Respondents

Beautiful
Excellent
Fine
Good, I imagine
Ok as far as it goes
Wish greater commitment between Barat and neighboring Protestant churches
Extremely varied. Fr. W. has unfortunately brought about some prejudice toward my religion
Too pushy
Don't know much about it. Don't participate
No opinion
Unknown

BARAT'S INCREASED COOPERATION WITH LAKE FOREST COLLEGE (Table 34)

Over the years Barat and neighboring Lake Forest College have implemented a number of mutually beneficial policies and activities, such as cross registration and mutual use of libraries. Consequently, it was desirable to learn what students think about increased cooperation between the colleges. On this issue CE and Younger students were in equal agreement (80%), namely that the two schools should work more closely together. Only 5% - all Younger students - disliked this idea.

WHETHER BARAT SHOULD REMAIN A COLLEGE FOR WOMEN (Table 35)

WHETHER BARAT SHOULD TRY TO BECOME A LARGER SCHOOL (1000 OR MORE STUDENTS) (Table 36)

One of the more discussed and controversial topics at Barat is its continuance as a women's college. When queried, 47% of the CEs and 66% of the Younger students wanted Barat to remain a women's college. Only 13% CE and 21% Younger respondents want to go co-educational. Consequently, while a greater proportion of Younger than CE students don't want to change, more Younger than CE students want to "go coed."

Perhaps Barat's more attractive features include its small student body, the high teacher-student ratio, personal attention, and relatively small classes. Another controversial question is what would be the effects of expanding the student population to 1000 or more? When asked about expansion, about 20% of the CEs and 33% of the Younger students said the school should expand, but 71% of the CEs (including 83% CEPT) and 54% of the Younger students prefer the present size. It is believed that many students go to Barat because of its size. Yet, that data from Table 11 do not contain many remarks that would confirm this belief, although Table 38 shows that personal relationships and the warm atmosphere (factors related to small size) are what many students like best.

TABLE 34
Opinions on "Barat's Increased Cooperation With Lake Forest College"

Continuing Education Students: Full Time
(N = 16), 13 Respondents

Great
Good idea
Love it
Good (2)
Good as far as I know - haven't been involved
The best thing going for us
Need more awareness of Lake Forest special events - speakers, programs etc.
Would like more Lake Forest Courses, courses should be publicized
Will open more opportunities to Barat students
Not involved so no opinion, but good to have those courses as options
Not informed as to advantages and disadvantages
?

Continuing Education Students: Part Time
(N = 49), 34 Respondents

Fine - gives students more facilities and material for learning
Fine
Very good
A great opportunity to share resources
Good way to utilize best of both without duplicating facilities
Yes, better facilities and courses would be available if forces joined
Yes (4)
Good - should have more opportunity to offer more classes
Should be encouraged - make use of facilities
Though no personal experience, but this type of exchange is good - hasn't affected me
An excellent idea
Would like that
Agree
Important
This could be most helpful
Good (2)
Good idea
Good idea in so far as sharing what the one may lack
Probably beneficial
Exchange of ideas is always stimulating
This measures educationl opportunities for students of both schools
Reciprocal cooperation and use of facilities is great. What do we offer them?
If their semester coincided, would be better. I would agree with increased cooperation
One sided. Barat is not gaining enough
Using Lake Forest Library helpful, I know very little about class set up
No opinion (2)
Don't know
Not that important
?

Opinions on "Barat's Increased Cooperation with Lake Forest College"
(continued)

Younger Students: Seniors
(N = 21), 20 Respondents

This is great
Good idea
Should be highly encouraged
Should be continued and encouraged; more class exchange, merging social calendar. Advertize Lake Forest events. Better quality and quantity than Barat's
Yes, very important
Excellent opportunity. I wish students could get along better
Yes (2)
Please
Would be to Barat's advantage to increase cooperation, if it is possible
Yes, we need their facilities
Ok and good to a point, but Barat must be considered an equal since it has much to offer
More needed
Should be used and incorporated more
Would be helpful academically
I had enough of Lake Forest College already. 46 hours!
Seems Barat is cooperating more with Lake Forest College than Lake Forest College with us. I couldn't enroll in ceramics once because of Lake Forest College students. At Barat, Barat students whould come before Lake Forest College students
Has to be worked out even more
Forget it, they don't come here - we need them - not vice versa

Younger Students: Juniors
(N = 11), 10 Respondents

Excellent, though haven't cross registered because of calendar differences and credit system which I find a drawback
Excellent, I take most of my classes there
Very good, broadens horizons for Barat students
Good, would like to see cooperation, expand beyond physical sciences
Good - it provides more opportunities
I think it should
Good only if it's mutual
They could try to cooperate with us too. I don't like having schedules so different but I don't want their's
If both can be made to see value in it. Most Barat women have an inferiority complex about LFC and put up defenses as soon as idea (of coop.) is mentioned. I think it would be beneficial
Should have more going with each other - seems now to be a balloon sent out by admissions that pops when you get here

7

Opinions on "Barat's Increased Cooperation with Lake Forest College" (continued)

Younger Students: Sophomores
(N = 15), 15 Respondents

Very Good (3)
Good
It's good
Great, tap all resources you can
Useful
B.C. and LFC should get together as to beginning and ending of semester. Would probably be an increase of students taking courses
Socially, it could be better. Get clubs together with LFC
Could be increased
Either cooperate completely (especially calendar) or not at all. More reasons Lake Forest College kids to come here. Lake Forest College doesn't seem to be getting fair share of deal
Students object - if they wanted to go to LFC they would have enrolled there
Not aware of any except to use library, computer, and enroll in classes which always seem to conflict with ours
Not very good. I feel students should be able to take more than just science and German at LFC
We seem to cooperate more than they do, but I'm glad we have programs

Younger Students: Freshmen
(N = 11), 10 Respondents

Very good and helpful
Good (2)
Yes (2)
It's good to take the advantage and participate. Give a feeling of coed school
Great but wouldn't want to take courses as long as their breaks aren't occuring at the same time as ours
They should have same schedule for breaks and vacation
Isn't enough. Vacation schedules are different.
I use it, I don't think too many others do

TABLE 35

Opinions on "Whether Barat Should Remain a College for Women"

Continuing Education Students: Full Time

(N = 16), 13 Respondents

Yes (4)
Yes it gives school cohesive quality in time when women's roles are changing
Yes if for no other reason than to provide an alternative
Like it as such, but feel younger girls benefit from being in class with males
Doesn't matter to me
It has its merits
Have mixed emotions about this. Overall, I guess it should admit men
Can't see why it should
? (2)

Continuing Education Students: Part Time

(N = 49), 34 Respondents

Yes (11)
It think it should
Yes because I am in continuing ed.
If economically feasible, yes. Otherwise, makes no difference
At this time, yes
I have attended both and think atmosphere in women's college is more relaxed and friendlier
Depends - competing women/men more realistic situation
I'm neutral
Mixed views. Women get to do everything here and not get passed over for men but today's sexual consciousness requires women to face the challenge of competition head on
Makes little difference to me
Would make no difference to me
Mixed feelings - can't see good reason to remain for women, but feel it is discriminating
Not if financially detrimental. Better cooperation with Lake Forest College would take care of the problem
Having a male in the class was interesting. There are advantages and disadvantages
It would be more interesting to have men included in class discussions - different viewpoint
No (2)
Would prefer that it didn't
Remaining a college for women is an outdated idea
With Women's Lib the men should decide this. It's unfair to them
Don't know
No opinion (2)
Not given any thought

Opinions on "Whether Barat Should Ramain a College for Women"
(continued)

Younger Students: Seniors
(N = 21), 20 Respondents

Yes (6)
Yes, if possible
Absolutely
Yes - am glad to come here - would not do it any different
Yes, Yes, Yes
Yes, women's colleges are needed
I feel it should
Not sure Barat is providing supportive environment for being college for women
Coed might be beneficial - for academics. As for social life I think it would be detrimental
If it expands could see it going coed, but if remains same, is better as women's college
No
No - coed might get us out of financial bind
No - need an equal standing and new ideas
No - merge with Lake Forest College for expansion and improvement
Go coed. Unhealthy and unrealistic atmosphere concerning women

Younger Students: Juniors
(N = 11), 11 Respondents

Yes - definitely
Yes (3)
Definitely, it's a vital part of Barat's unique identity
In this day and age - definitely yes
Yes - women's colleges can serve important function - resocializing women. It's very difficult to see kids of a social system when one is actually caught up in it. In women's school, we come out of some roles and grow
Think it should
Definitely yes. Against change to coed
Really don't care, however, consideration should be taken for those who choose this school for that reason. Many women should learn to handle each other before attempting to handle men
No

Opinions on "Whether Barat Should Remain a College for Women"
(continued)

Younger Students: Sophomores
(N = 15), 14 Respondents

Yes (5)
Definitely - that's why I came here
Yes - there are needs that can only be filled by women's colleges
Might be a nice change if Barat turned coed, but feel it should remain for women and just improve its social life
I've begun to question this and feel it is a slight detriment because of lack of male opinion on certain subjects and know that many transfers are because of it.
Perhaps
Not quite sure, but would like to see it go coed
No
It's a rather backward, unhealthy, unnecessary idea, I think
No. I don't think an all women atmosphere is healthy. It makes everyone desperate for engagement rings

Younger Students: Freshmen
(N = 11), 11 Respondents

Yes (4)
Yes - many coed but not too many women's colleges. For those who prefer the atmosphere - opportunity should be available
Definitely
Yes - I'm finding an identity here that I could never get in a coed school. I like being treated as an individual
I prefer it that way in that we concentrate in the specific future of women. I'm selfish
Barat should be open to men, however, it should maintain a ratio of 1 to 1 for purposes of political and academic balance
No. It tends to block off some competition and experience of college life
No

TABLE 36

Opinions on "Whether Barat Should try to Become a Larger School (1000 or more students)

Continuing Education Students: Full Time
(N = 16), 15 Respondents

Good idea
Why not, if there's sufficient interest and facilities
OK, if administration feels it can handle it
Probably wouldn't hurt
Yes, means more teachers and greater variety of courses
Why not, but let's not go coed
No (3)
No, it is a nice small school
No, please! (Unless more instructors and courses are offered,)
Might lose personal touch and become a factory
Not familiar with budget
Like to see a graduate program here, but like it as small school
?

Continuing Education Students: Part Time
(N = 49), 36 Respondents

Yes
Yes, more money for more and better facilities
Yes - if it means larger variety of courses. Would hate to get larger
Yes - more courses might be offered
Why not?
No larger than 1000
If they add more parking
No (19)
School is very good the way it is
May lose some of unique characteristics
Remain the same
Prefer small school
Please no
No - it's a delight to feel like a person instead of a number. Need to keep small for those who do not like large colleges
No - it's nice to be recognized as individuals and this would be lost in a larger school.
No - would lose identity of small school
No - I enjoy personal touch and feel at Barat that would be lost with expansion
Not in favor.

Opinions on "Whether Barat Should Try to Become a Larger School (1000 or more students) continued)

Younger Students: Seniors
(N = 21), 21 Respondents

Yes (3)
Indeed
Yes - not all continuing ed. though
Yes but not larger than 1500
Definitely if the additional students were good quality
Might help in some way, not sure overall outlook would be good
Should seek quality not quantity
Facilities?
Definitely not
No (7)
No, present size good
No, I like close personal feeling of small school
Don't know

Younger Students: Juniors
(N = 11), 11 Respondents

If it happens with the improving of the departments which draw most students
Agree to try
More resident students maybe. Ones who can be consistently involved
Small size is plus feature. Barat should try for quality not quantity as economically possible
No
Not if it means turning into a school for continuing ed.
No - would ruin the atmosphere
No - couldn't be selective enough or handle that many and still give the individual attention that advising program emphasizes
No, except to prevent bankruptcy
Not sure the atmosphere (good) would remain same
Definitely not. Leave mass education to State Universities

Opinions on "Whether Barat Should Try to Become a Larger School (1000 or more students) (continued)

Younger Students: Sophomores
(N = 15), 14 Respondents

Yes if small school quality is not lost (science department improved to hold classes here instead of Lake Forest College)
Yes - it should go coed
Could be beneficial if the other 500 students were men
Yes - not more than 1500
Please, yes, if we could ever hope to have the faculty to keep present ratio
Yes - Barat is a catty place. Everyone knows everyone's business. More diversity. Tolerance not a glowing virtue with Barat students
Wouldn't matter except classes would be larger
No
No - I like being an individual
No - has more to offer students by remaining small - teacher/student relationship
No, stay small and personal
No - I came here because it is small
Definitely not
Came here because it is small school. If too large, loss of feeling of individualism

Younger Students: Freshmen
(N = 11), 11 Respondents

Yes - maybe quality of course would be better
If more faculty and living space added
1000 possibiy but no more. I like knowing everybody, everybody knowing me
Definitely no
No (4)
Stay same - now it offers unique learning environment
Should be left alone
?

WHAT YOU LIKE LEAST ABOUT BARAT (Table 37)

In order to make sense out of the collage of remarks produced by this item, comments were categorized into six broad but sometimes overlapping areas. The academic category (e.g., classes, instructors, quality of learning, etc.) accounted for about 25% CE and 7% Younger student statements. Complaints about facilities (e.g., parking, classrooms, library) were made by 21% of the CE and 11% of the Younger respondents. Matters of policy and procedures (such as not being coed, programs, credit hours, schedules) were liked least by 18% CE and 23% Younger students. Problems relating to atmosphere (apathy, social life, relationships) were mentioned by 10% of the CE and 50% of the Younger students. The 50% group contains many comments on social life - comments that corroborate findings summarized in Table 32. Less than 5% of the "liked least" comments produced by each group dealt with the curriculum. Finally, 10% of the CE and 4% of the Younger students said in effect that there wasn't anything that they liked the least.

WHAT YOU LIKE BEST ABOUT BARAT (Table 38)

What students like best about Barat can be placed into four broad and somewhat overlapping categories. Approximately 13% and 19% of the CE and Younger respondents, respectively, liked academic factors (courses, quality of education, stimulation) best. About 58% CE and 46% Younger students enjoyed the personal relationships and warm atmosphere best. Physical characteristics such as size, location and setting were named by about 15% of each group. Finally, comments regarding policy and procedures (e.g., programs, no requirements, freedom in courses, credit evaluation) were given by nearly 25% CE and 12% Younger respondents.

This item was answered by all the Younger students - the only IAQ Part II item yielding 100% responses by a major group.

TABLE 37

Opinions on "What You Like Least About Barat"

Continuing Education Students: Full Time
(N = 16), 13 Respondents

Some classes too big for effective exchange between students and faculty
Classes are too large for small school and instructors seem overworked
Little or no close associates between students and teachers
Teachers who haven't time for students because they can't be bothered
Lack of academic discipline
Felt some courses last semester gave no real understanding to those who had been away from school long. In math we were placed with younger people who were products of "new math."
Grading system - when you earn "A" it should be given to you and not held back because too many "As" were given
Some limited facilities
No male students
The lack of electricity or charge in the air that coed schools have; the cafeteria
Enthusiasm and energy is looked upon as a threat to most students and some teachers - discourages creativity and imagination
Not receiving grades in time. Occasional inconsistencies in policies
No real complaints

Continuing Education Students: Part Time
(N = 49), 26 Respondents

Parking is sometimes a problem
Nothing except parking facilities
Finding a parking place. How liberal the politics are
Lack of courses in journalism, medea and commo. fields
Inconvenient scheduling of classes. Why have 4:30 classes that go through dinner? Would like to be charged flat credit hour fee so I could go 12 hours per semester without paying full tuition
Being addressed in class by my first name. It should be Miss, Ms. or Mrs.
Four day a week classes. Not enough mini classes. No lounge for Continuing Education students
Quality of student discussion
Some classes offered each year, others only every other year
The dull classrooms
Limited curriculum
My weak advisement in field of study
Lack of some instructors to allow students to develop their own ideas. Many times I feel I'm still in high school
Would prefer 4 hour course be 2 hours twice a week
It's reputation, smallness, not enough teachers, not a good library. All students not highly qualified
Four stories
Temperature of rooms in Cuneo. The constant mail sent home. I feel it could be condensed

Opinions on "What You Like Least About Barat" (continued)

The idea that it's a solely woman's view of life
The expense
Distance to drive. Library attendants in evening not too helpful
Don't know
Am basically content with its structure
Nothing
No opinion
No opinion at this time
That I didn't discover it sooner
Really nothing. Little expensive (2 courses)

Younger Students: Seniors

(N = 21), 20 Respondents

Apathy of students in school work and student government. Registration
Some student apathy. Physical appearance of main buildings (classrooms)
Lack of competition. Wouldn't mind male point of view. Lack of women's consciousness
Education - not taken seriously. Intellectual work something outside of one's "real life"
Academic mediocrity which propagates itself
Not really being qualified for a job upon graduation. No encouragement or directions on this
Academic advisement and instruction in my department
Sometimes educational level of students is closer to high school. Very poor social life. Idealism and good will a bit too thick
Falsely presents itself as small "community" in which everyone is concerned about "everybody" else in order to be "relevant"
Find something about place extremely hypocritical. Administration suffering from delusion that Barat is something it was too long ago and acts in accordance. People are wasted here
It's not being coed
Lack of organized sports. No snack bar
A small group of administrators govern the school
The Continuing Education Program. The so called intellectual atmosphere "community" life
The instructors in the Art Department (This is a very biased answer)
The competitiveness of dorms
The tuition
Isolation - need for more feasible student transportation
The food. I love it otherwise
The lack of facilities eg. music room, lab

Opinions on "What You Like Least About Barat" (continued)

Younger Students: Juniors
(N = 11), 10 Respondents

Social life when you put down books ought to be something more available than bars. Our mixers are for LFHS -
Social life
Slow pace at times
Dorm life
Cost
Indifference or uninvolvement of too many of the students
Lack of male opinions and influences. This situation is unhealthy and in some ways thwarts well rounded development
Getting information from such people as Registrar, Financial Aid and Business Office
Hard to say. Barat could stand improvement in some areas but hard to pin it down to "like least"
I like it

Younger Students: Sophomores
(N = 15), 15 Respondents

Social life
No outside life. I feel jailed with no opportunity to get out
Continuing Education students. Science courses at Lake Forest College
The catering to Continuing Education students
It's all women
Segregation of me
The way day students are excluded from many aspects of college life
Roaches in dorms
Too small in population of students and teachers
Apathy - you make things by doing it on your own
Lack of tradition
Appears limited in many respects such as library
The staff and administration
That constant striving for "Christian Spirit" "Community Spirit" awareness, communication. It's all rather an individual thing
Barat tried too hard to be open and relevant. Administration and staff and SAS are open only if you agree with them

Younger Students: Freshmen
(N = 11), 10 Respondents

Social life
No social life
Social life
Social life and animals in dorm
Isolated situation, i.e. Lake Forest. Lack of male students offers lopsided perspectives. Too small for me
Attitude of competitiveness. I want to learn and think. Why try beating someone else in order to accomplish that
The attitudes of the students as far as doing anything goes
Food
Library facilities inadequate
Received a shock when arriving. Thought Barat was for liberated women. Thought I would find more people like myself here. It's not. I didn't

TABLE 38

Opinions on "What You Like Best About Barat"

Continuing Education Students: Full Time

(N = 16), 14 Respondents

Rapport between students and faculty is open
Sincere friendly spirit - the fact that they listened to me and I was important
Rapport between students and teachers
Its personal quality
The young students
Friendliness of almost everyone
The courses. The teachers. The atmosphere. A warm college
Personal interest in students as students and people
I can't praise enough the feeling I receive from all that they are sincere in wanting me here and are interested in me as a person
The instructors are good. The students are friendly
Flexible in acceptance of courses from other schools; freedom of choices of classes
Tuition is reasonable. Location is accessible. CLEP saved me 1½ years of school
It is small and we all know each other - by sight, at least
Melting pot environment - women from diverse backgrounds and age gap. Knowing instructors, intimate classroom environment

Continuing Education Students: Part Time

(N = 49), 41 Respondents

Friendly and creative atmosphere
Opportunity for women to be accepted by younger students
Individual attention. Positive attitude toward Continuing Ed students
Administrative sisters
It's a secure, convenient, inexpensive "building block" in my new self-image
Friendliness of faculty and willingness to help individuals
My instructor and the course
Individual attention that I've needed and received
The attitude of instructors and they're very competent but interested in students as individuals and interested in spirit of school
Faculty
Personal interest shown in me
Small classes and interest in individual students displayed by most faculty
Friendly and concerned atmosphere. Teacher-pupil ratio, courses offered
Personal attention shown by faculty
Other than courses and instructors I've had, I like the association with students
Small class size and genuine concern for students as individuals
Helpfulness
Complete acceptance of person as individual
Atmosphere in general, which includes other students and instructors
My courses and instructors

Opinions on "What You Like Best About Barat" (continued)

Attitude and understanding of teachers
Easy acceptance of Continuing Education students by other students
Opportunities it gave me to go back to school
Interest shown in Continuing Education program
Continuing Education program, location
Continuing Education Department extremely helpful and encouraging
Being able to go back to school
No required classes outside my major. Very progressive
The courses offered
That I can round out my own program or stay in my major
Freedom to choose courses that interest me
Opportunities provided through Continuing Education Department
Classes are stimulating as they are composed of full time and Continuing Ed students
Not being a large school
Location. Courses offered and caliber of instructors and quality of teaching. No demand for competition
Wide course selection
It has contributed to my intellectual growth
Convenience to home, small classes. The nuns' concern and friendship, small size, women only
Proximity to my home
Don't know
No opinion

Younger Students: Seniors
(N = 21), 21 Respondents

Many fine people here
The people and its size; individual instructors (if you want their names, let me know)
I know people care
Closeness of people
Warmth, people, individual contact, personal care, academic life
The people
The small student body and the close knit structure
Students and dorm life
My fellow students
Close teacher-student and student-student relationships. Excellent opportunities to learn and grow as a person
Atmosphere (campus), Arts, location (Lake Forest and Chicago), size, instructors
Individual attention
Personal attention from instructors
Art courses I'm taking now
My freedom
The system of no requirements
Not being absorbed in any "campus philosophy" has made me confront issues I wouldn't have otherwise

Opinions on "What You Like Best About Barat" (continued)

Smallness. Trees and lake
The smallness
Don't know
General dislike of Barat

Younger Students: Juniors
(N = 11), 11 Respondents

Openness of faculty and staff and students. The high percentage of really good people in these three categories
The people, the personal interest, freedom of academic pursuits
Atmosphere and people
Art department and what the faculty offers me
Quality of the Art History program, as taught by Dr. Epstein and Sister Barsch
Closeness of students
Quality of education
The education provided
Opportunities for originality
No requirements. Wasted little time finding major because was able to try almost any department or subject
Location - beautiful campus

Younger Students: Sophomores
(N = 15), 15 Respondents

Cour[illegible] i've taken have been excellent
Pe[illegible] and individual contact between students and faculty
A[illegible]s. Great school academically
[illegible]es
D[illegible]don
Q[illegible]of education
[illegible]ation provided
T[illegible]ents
[illegible]
N[illegible]red classes and option to choose classes you're interested in
[illegible]e to be independent and responsible for self
[illegible]in dorms. Freedom in picking courses
C[illegible]s of faculty and students
T[illegible]s small
F[illegible] atmosphere, motivation to succeed as a woman

Younger Students: Freshmen
(N = 11), 11 Respondents

Freedom allowed to pursue intellectual and social desires with minimal interference
The independence given to students
The freedom I'm allowed, especially in philosophical, intellectual and academic pursuits
Absence of pressures on students about class attendance, deadlines, requirements, etc.
Can do anything you want if you are willing to work at it - socially or academically
Its surroundings, the atmosphere of a small town
Setting
Size of classes
Its being a small school
Its size, its female student body, the quality of instruction
People care, and I can care about people. Also like choosing my own courses

WHAT (OR HOW) SHOULD BARAT CHANGE (Table 39)

Only 60% of the CEs but 80% of the Younger students replied to this item. Although the responses varied and tended to defy categorization, about 15% of the CE remarks were directed at classroom related matters such as size, atmosphere, teaching methods, or instructor interest. Another 15% of their comments were aimed at policy related matters (scheduling, course offerings, the 4-0-4 system).

Approximately 25% of the Younger students desire changes in atmosphere related factors (social life, personal relationships) while another 25% want to change policy and procedures (e.g., CE program, LFC cooperation, and 4-0-4). Fewer students from both groups seek additional or better qualified faculty, additional or better facilities, and better quality students.

Summary of IAQ Part II

Part II of the IAQ has shown that continuing education women attend college for personal enrichment and to prepare for a career. Barat was chosen mostly because of its proximity to home but also for particular characteristics: its programs, personal attention and atmosphere. The large majority of CEs experience the support of family, friends, employers and the Barat community in their academic endeavors.

No differences were found between CE and Younger students with their plans immediately after graduation. CEs seemed to be more specific (predictably) about plans in ten years. High numbers of both groups, but more Younger than CE students, plan to enter graduate school. The ways that both groups distribute their time daily did not appreciably differ except that as a group, Younger students spend more time than CEs in class while CEs spend more time than Younger students caring for home or household. In any case, both groups do much more than simply attend class. Both groups agreed that the most in-

TABLE 39

Opinions on "What (or how) Should Barat Change"

Continuing Education Students: Full Time

(N = 16), 10 Respondents

Classes should be small. More independent learning should be fostered along with classroom objectives
Smaller classes offered at more times. More courses offered and a better set up for students to get academic counseling
More interest on part of staff in students' class activities
The instructors and having an intimate classroom environment for the most part
Continue to get quality instructors
Constantly upgrading quality of personnel and teaching and facilities
Teaching methods primarily - less emphasis on grades, less competition, less structure, more concern on teacher's part for students
Higher expectations for students, not so much coddling
Tuition is absurdly high. Each semester has cost $950. for day students
Barat is tops with me. Let them always continue to think first of the individual and they will remain on top

Continuing Education Students: Part Time

(N = 49), 23 Respondents

Get better facilities, either through cooperation with Lake Forest College or more students
Not much. Perhaps courses offered more frequently
Allow continuing ed. students to take more than 9 hours credit per semester without paying full-time tuition. More convenient class schedules. More variety of courses
Wish for more courses and that they be offered during the day rather than at night
Modernize classrooms to accomodate more casual learning and teaching
More 4 semester hour courses that meet on 2 days for 2 hours instead of one hour on 4 different days
More flexible scheduling eg. 2 days a week for 7 weeks or 1 day a week for 7 weeks thus giving us a chance to explore new areas without a big commitment
Become more aggressive in publicizing self and attracting local attention
The parking lot. The decorations in Cuneo. More independent research in classes. Student participation in class
4-0-4 system
Modernize library facilities. Equip psych. lab more adequately. Get sitters to arrive on time. Allow time for student to get to 8:30 class
More communication between all types of students
Would love to make specific recommendations to powers that be in Theatre Arts
None
Whatever it's doing seems to be working
Don't feel qualified to say in a general basis

Opinions on "What (or how) Should Barat Change" (continued)

Any change I can think of would take money that the school doesn't have eg. adding courses, improving physical setting
No suggestions. Just stay open
No suggestions
No opinion (3)
No ideas

Younger Students: Seniors
(N = 21), 18 Respondents

More practicality in dealing with issues and students. Possibly a stricter admission policy education-wise
Classes should be a lot more difficult
Improve academics as much as possible-keep change relevant. Improve social activities on campus. Be selective
If possible, raise the admission standards. There are definitely girls here who don't belong in college. I never saw so much cheating. Communications could stand to be improved.
Straighten out 4-0-4 and continuing ed. The regular student is getting the shaft
Its policy concerning the continuing ed. program
Try to develop a higher enrollment of foreign students
More careful selection of faculty. Student events life worked on. Administration "red tape" should be more efficient
Seriously review the standing of several of its faculty and consider hiring new and more knowledgeable instructors
Better library, audio-visual, more extra-curricular
Definitely improve on Barat-Lake Forest College coordinating, shuttles, meal plans, courses and schedules
Practice what they preach. Encourage further studies outside the college
Go coed. Bring reality to educational experiences by making use of the 100's of events and facilities in the city
Individual departments should work together more than they do
Improve the Fine Arts Departments. Drop Science Department - they are lousy anyway
Advisement programs should be improved especially in the Education Department
?
Can't say

Opinions on "What (or how) Should Barat Change"
(continued)

Younger Students: Juniors
(N = 11), 8 Respondents

More interaction between faculty, administration and students
Become less isolated, more involved in outside world
Needs some revitalization. More events, socialize with "outer world" more. Department heads should not be so all-powerful
The library and possibly the registrar's procedures
Try the registrar's office so that everything should come out on time
Be more selective with admissions. I feel the reputation is going down. I'm only two years older but the self respect of too many freshmen just isn't even there
An overall strengthening of the academic program would benefit Barat, as any other college
Possibly less workshop oriented

Younger Students: Sophomores
(N = 15), 13 Respondents

More student say on teachers and courses
I don't like ideas of ethnic groups getting 85% of work study and aid
Encourage more science and math students to enroll
Become more selective. I was surprised at the lower middle class and middle class girls attending Barat. Its quality has definitely gone down because of this factor
Go coed
Don't give continuing ed. students special priorities. Example - scheduling night classes without scheduling during the day also
More instructors
4-0-4 back to other way
Socially it could change. Larger student body, coed, more outside (inexpensive activities)
Avoid workshops and "contrived" social life. Obtain campus housing, not in dorms i.e. cottages, apartments
Don't talk so much about being open. Try to just be tolerant and understanding instead. People at Barat talk too much without getting anything done. If you want to do something, help us to really stand on our own feet. Expect more from us
No opinion
No suggestions

Opinions on "What (or how) Should Barat Change"
(continued)

Younger Students: Freshmen
(N = 11), 7 Respondents

Some new system of communicating so that students all feel involved - unity. Maybe a good paper would help
Organizations coinciding with academic interests (re: chess club, literary clubs). Organization for political reform
Build tennis courts and have student union for students
Social life for the better
Bring in lots of professionals to teach, to lecture, to advise
Continue to offer the same educational environment for those who choose to take advantage of it
Increase spending on library material

fluential aspects of college life were courses, instructors and other students. Both groups split their views towards the 4-0-4 system. Perceptions of the overall quality of instruction and further cooperation with Lake Forest College were also similar for CE and Younger students.

Regarding somewhat minor differences, more CE than Younger students expressed positive opinions about the quality of advisement. More Younger than CEs' want Barat to remain a college for women and to expand beyond 1000 students, yet, more Younger students want Barat to remain the same size. Younger students tend to prefer a more unstructured learning orientation, while CEs' preference is for structure. Yet, full-time CE and Younger students are not markedly different. The only large difference between the groups occurred on opinions towards the CE program. Most CEs but only half of the Younger students like the program and its students. However, almost half of the Younger students dislike the continuing education program or its students, perhaps because of sudden increases in CEs, their high level of motivation, the attention which the program has received, or because of other factors. (e.g., 4-0-4 system.)

On issues such as student government, the college senate, social life and Barat religious activities, many CEs did not have opinions. To questions concerning what was liked least and best about Barat and how should Barat change, there was greater intra-group than between group variability in student responses.

SUMMARY AND CONCLUSIONS

To the readers whose time, interest and patience carried them through the numerous preceding pages of tables, summary analyses, and tentative hypotheses, and to those readers who must begin with or jump to this portion of the report, a concise summary of this comprehensive collection of data is due.

The theme of this study was the comparison of opinions, attitudes, and behavior patterns, across a wide range of issues and dimensions, between Younger and Continuing Education students. A sample of 125 students (nearly 20% of the population) completed the College Student Questionnaire-Part II and the Institutional Activities Questionnaire.

The CSQ showed that both groups shared similar attitudes towards the appreciation of culture, study habits, satisfaction with faculty, and satisfaction with administration. Confirming some of these results, the IAQ also showed that CE and Younger students have similar career plans, distribute their time for most activities similarly, acknowledge the positive impact of courses, instructors and students, and share similar opinions regarding the 4-0-4 system and cooperation with Lake Forest College. In areas where many CEs had no opinion (e.g. social life, religious activities, student government, college senate), comparisons were difficult to make.

Continuing Education students felt more strongly than Younger students that Barat was achieving its goals for the intellectual and artistic development of students. The groups agreed on the fulfillment of other college goals.

The higher CE scores on the Peer Independence and Satisfaction with Major scales of the CSQ could have been predicted, considering the defining characteristics of continuing education women. Opinions about the future of Barat as a women's college and as a larger college did not markedly differ.

On two dimensions, students differed substantially. First, SS scale scores indicated that many Younger students were dissatisfied with other students. Although more than one explanation for this finding is plausible, the reasons for dissatisfaction were related to the second major discrepancy between the groups. About half of the Younger students do not like the CE program or its students. Situational factors (e.g., the high and sudden increase of CE enrollments, attention and publicity given to the program) and the defining characteristics of continuing education students (e.g., age, maturity, academic competence and experience, high motivation) may have combined to create an academic threat to some Younger students. However, the data of this survey are insufficiently strong to rule out other explanations.

In conclusion, the continuing education and traditionally younger students are essentially alike and compatible in most of their opinions, attitudes and academic behavior patterns. This survey demonstrated that CEs and Younger students, generally, differ on dimensions where differences would be expected to occur: age, independence, and specific goals. However, some of these dimensions may have combined to produce a major attitudinal discrepancy between some Younger students who are apprehensive about the CE program and the CEs and Younger students who are not. The chances are that if this survey were repeated (and portions of it should be), an overall decrement in negative feelings would be found. The important point, however, is that this study has shown that Younger and Continuing Education students are more similar as students than they are different. Considering the continued high enrollment of CE students and the retention of Younger students at the beginning of the 74-75 school year, we might infer that Barat students may have arrived at the same conclusion.

References

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INSTITUTIONAL ACTIVITIES QUESTIONNAIRE

Barat College
Lake Forest, Illinois 60045

IAQ 474-1

Instructions

This questionnaire is divided into two parts. In Part I, which follows, the items ask for your opinion of Barat as a college and the habits of its students (including your own). From your responses and those of other participants we hope to generate statistical descriptions and derive conclusions regarding the Barat student body.

Your answers will be treated confidentially.

A pencil and separate answer sheet have been provided for recording your responses.

There are no right or wrong answers to the questions. Just reply honestly with the answer you think is best, even if an item appears to be unclear or too general. Be sure to answer all questions.

On your answer sheet print:

... your social security number
... today's date
... the booklet number that appears on the upper right corner of the cover

Please do this now.

Your responses to Part I will be tabulated with a stencil; you therefore are asked to blacken out the appropriate letter.

This is not a timed questionnaire. Work at a pace which you find comfortable.

When you finish with Part I, continue with Part II.

If you have any questions at this time do not hesitate to ask the proctor.

Institutional Activities Questionnaire: PART I

1. The courses in which I'm enrolled this school year demand critical thinking.

    a. Strongly Agree
    b. Agree
    c. Disagree
    d. Strongly Disagree

2. How many of these courses this school year require inquiry (seeking and searching for answers) about ideas, events, or artistic creations?

    a. All of them
    b. About 3/4
    c. About half
    d. About 1/4
    e. None of them

3. How many of your conversations (15 minutes or longer) with friends during the past week focused on topics which were presented in class?

a. None of them
b. 1
c. 2 to 3
d. 4 or 5
e. More than 5

4. How many of your courses encourage original thinking or creative expression by students?

a. All of them
b. About 3/4
c. About one half
d. About 1/4
e. None of them

5. Most students graduating from Barat have achieved a good understanding of themselves.

a. Strongly Disagree
b. Disagree
c. Agree
d. Strongly Agree

6. One thing that has happened to me at Barat is that I've developed a more positive image of myself.

a. Strongly Agree
b. Agree
c. Disagree
d. Strongly Disagree

7. Without knowing fully what the future brings me, college has helped me identify personal goals.

a. Strongly Disagree
b. Disagree
c. Agree
d. Strongly Agree

8. Most students develop a heightened sense of personal responsibility at Barat.

a. Strongly Agree
b. Agree
c. Disagree
d. Strongly Disagree

9. About how often during this school year have you had occasion to attend a religious service not of your denomination?

a. Never
b. Once
c. Twice
d. 3 to 6 times
e. 7 or more times.

10. Generally, courses like philosophy and history have little or no use to students unless they plan to teach.

    a. Strongly Agree
    b. Agree
    c. Disagree
    d. Strongly Disagree

11. A person should be able to attend or not attend any class in which she's enrolled without receiving reprisals from the instructor.

    a. Strongly Agree
    b. Agree
    c. Disagree
    d. Strongly Disagree

12. At Barat a student can develop a mature concept of womanhood.

    a. Strongly Disagree
    b. Disagree
    c. Agree
    d. Strongly Agree

13. A Barat graduate has as good or better a chance to succeed in a career as would a woman graduating from a comparable but co-educational school.

    a. Strongly Agree
    b. Agree
    c. Disagree
    d. Strongly Disagree

14. What percent of your courses during this school year require that you evaluate the strengths and weeknesses of ideas, events or artistic creations?

    a. None
    b. About 25%
    c. About 50%
    d. About 75%
    e. About 100%

15. What percent of your courses require or teach reasoning and problem-solving skills?

    a. About 100%
    b. About 75%
    c. About 50%
    d. About 25%
    e. None

16. On the whole, students do not have many opportunities for developing communications skills (speaking, writing, inter-personal, etc.) at this college.

    a. Strongly Agree
    b. Agree
    c. Disagree
    d. Strongly Disagree

17. About how many hour per week does a typical full-time student spend reading materials (books, newspapers, magazines) not assigned in class?

    a. None
    b. 1 to 3 hours
    c. 4 to 6
    d. 7 to 9
    e. 10 or more hours

18. Few students take time to think reflectively about the ways in which their college is or is not helping them meet their personal needs and goals.

    a. Strongly Disagree
    b. Disagree
    c. Agree
    d. Strongly Agree

19. About what percent of your courses this semester do you find intellectually challenging?

    a. None
    b. About 25%
    c. About 50%
    d. About 75%
    e. About 100%

20. Most teachers at this school expect students to be self-sufficient and independent.

    a. Strongly Agree
    b. Agree
    c. Disagree
    d. Strongly Disagree

21. I now have a better idea of who I am than when I first came to Barat.

    a. Strongly Disagree
    b. Disagree
    c. Agree
    d. Strongly Agree

22. I know which profession or career I want to enter.

    a. Very Certain
    b. Somewhat Certain
    c. Somewhat Uncertain
    d. Very Uncertain

23. If a student ever needs information about jobs, careers, or further education she can get it at this school.

    a. Strongly Agree
    b. Agree
    c. Disagree
    d. Strongly Disagree

24. Most students here have to be "spoon-fed" what they learn in class.

    a. Strongly Disagree
    b. Disagree
    c. Agree
    d. Strongly Agree

25. Many courses at Barat permit students to gain understanding of human behavior.

    a. Strongly Agree
    b. Agree
    c. Disagree
    d. Strongly Disagree

26. Most Barat students are aware of the differing cultural and religious characteristics which exist among students.

    a. Strongly Disagree
    b. Disagree
    c. Agree
    d. Strongly Agree

27. A person learns the meaning of personal commitment at this college.

    a. Strongly Agree
    b. Agree
    c. Disagree
    d. Strongly Disagree

28. About how many "women's" courses were offered at Barat this school year?

    a. 7 or more
    b. 3 to 6
    c. 2
    d. 1
    e. None

29. About how many of your courses require that you analyze ideas, theories, events or artistic creations?

    a. All of them
    b. About 3/4
    c. About half
    d. About 1/4
    e. None

30. About how often each semester do you take time to present an idea, make a suggestion, bring a newspaper/magazine clipping, etc. to an instructor?

    a. Never
    b. Once
    c. Twice
    d. 3 to 5 times
    e. 6 or more times

31. I have more respect for the demands of college now than when I first came to Barat.

    a. Strongly Agree
    b. Agree
    c. Disagree
    d. Strongly Disagree

32. I have more respect for the values of a liberal education now than when I first came to Barat.

    a. Strongly Disagree
    b. Disagree
    c. Agree
    d. Strongly Agree

33. I have more respect for the values of intellectual and artistic growth now than when I first came to Barat.

    a. Strongly Agree
    b. Agree
    c. Disagree
    d. Strongly Disagree

34. At Barat, a person learns to direct her own life.

    a. Strongly Disagree
    b. Disagree
    c. Agree
    d. Strongly Agree

35. Generally, Barat has been a good place for me to learn more about myself.

    a. Strongly Agree
    b. Agree
    c. Disagree
    d. Strongly Disagree

36. Attending this school has helped me to develop self-confiedence.

    a. Strongly Disagree
    b. Disagree
    c. Agree
    d. Strongly Agree

37. Personal counseling services are frequently used by students on this campus.

    a. Strongly Agree
    b. Agree
    c. Disagree
    d. Strongly Disagree

38. Generally speaking, a person should not be reluctant to take issue with a peer when she think's that the peer is wrong about an important matter.

    a. Strongly Disagree
    b. Disagree
    c. Agree
    d. Strongly Agree

39. This school tends to ignore the needs of minority groups.

a. Strongly Agree
b. Agree
c. Disagree
d. Strongly Disagree

40. About how many religious services have you had occasion to attend this school year?

a. None
b. 1 to 3
c. 4 to 6
d. 7 to 9
e. 10 or more services

41. For most students, aspects of intellectual development such as critical thinking, reasoning and analysis are pursued primarily in coursework.

a. Strongly Agree
b. Agree
c. Disagree
d. Strongly Disagree

42. At this college a person really doesn't learn how to take charge of her life.

a. Strongly Disagree
b. Disagree
c. Agree
d. Strongly Agree

43. Barat is a good place to learn about people.

a. Strongly Agree.
b. Agree
c. Disagree
d. Strongly Disagree

44. Barat students share the same personal values.

a. Strongly Disagree
b. Disagree
c. Agree
d. Strongly Agree

45. Generally, do you agree that this college provides the opportunity for students to reach these educational goals?

		Strongly Agree	Agree	Disagree	Strongly Disagree
a.	Learning to think	"	"	"	"
b.	Learning to seek, search, and Inquire	"	"	"	"
c.	Learning to solve problems	"	"	"	"
d.	Competency in analyzing ideas	"	"	"	"
e.	Development of initiative	"	"	"	"
f.	Development of self-directed Learning	"	"	"	"
g.	Development of creative capacity	"	"	"	"
h.	Learning to communicate	"	"	"	"
i.	Development of emotional maturity	"	"	"	"

(mark responses on answer sheet)

46. I have changed for the better since first coming to Barat.

a. Very Much
b. Somewhat
c. Very Little
d. Not At All

47. This school treats a student like a person, not like a number.

a. Strongly Agree
b. Agree
c. Disagree
d. Strongly Disagree

48. Being at a women's college, the typical Barat student is likely to develop unrealistic attitudes toward men.

a. Strongly Agree
b. Agree
c. Disagree
d. Strongly Disagree

49. About how often this school year have you discussed (for 15 minutes or longer) each of the following with your friends?

		Never	Once	2 to 3 times	4 to 5 times	6 or more times
a.	art	"	"	"	"	"
b.	politics	"	"	"	"	"
c.	philosophy	"	"	"	"	"
d.	sexual identity	"	"	"	"	"
e.	classical music	"	"	"	"	"
f.	national social problems	"	"	"	"	"
g.	religion	"	"	"	"	"
h.	race	"	"	"	"	"
i.	history	"	"	"	"	"
j.	the women's movement	"	"	"	"	"
k.	your education at Barat	"	"	"	"	"

(mark responses only on answer sheet)

You have completed Part I of the Institutional Activities Questionnaire. Thank you for sharing your views about these topics. Turn the page and begin Part II.

INSTITUTIONAL ACTIVITIES QUESTIONNAIRE

PART II

In Part II we are interested in identifying demographic characteristics of the respondents, as well as obtaining your opinions about specific school-related issues.

There is no answer sheet accompanying this portion of the questionnaire. Instead, you are asked to record your responses on these sheets.

Your Social Security Number please: ______________________________

1. Class in College: (Please circle appropriate alternative)

   Freshman
   Sophomore
   Junior
   Senior

2. Number of credit hours carried this semester:

   ____

3. a) Academic major or program:

   ____

   b) Is this: Declared? or Intended?

4. Current occupation, if any, other than "student."

   ____

5. After graduation do you plan to continue your education at a graduate or professional school?

   Definitely Yes   Probably Yes   Probably No   Definitely No

   Undecided   Haven't thought about this matter

6. What do you think you want to do immediately after graduation?

   ____

   ____

7. What do you expect to be doing 10 years after graduation?

   ____

   ____

8. Age at last birthday?

   ____

9. Marital Status:

Single   Married   Separated   Divorced   Widowed   Remarried

10. Current grade level for work completed at Barat:

A	3.8 on above
A-	3.5 to 3.7
B+	3.2 to 3.4
B	2.9 to 3.1
B-	2.6 to 2.8
C+	2.2 to 2.5
C	1.9 to 2.1
C-	1.6 to 1.8
D+ or lower	1.5 on below

11. How much time each day, on the average, of the five-day "working" week do you spend at each of the following activities?

	Hours per day (to nearest $\frac{1}{2}$ hour)
a. At class	____
b. Sleeping	____
c. At work (work study, if appropriate)	____
d. Studying in room or home	____
e. Studying in library	____
f. With extra-curricular activities	____
g. Eating and traveling	____
h. Relaxation with friends or family	____
i. Relaxation alone	____
j. Caring for room or household	____
k. Private intellectual or artistic pursuits	____

12. Rank the following aspects of college life according to the positive impact or influence each has had on your thinking and behavior - (Highest rank = 1, lowest rank = 7 or 8). Be sure to assign a different rank to each source of "influence".

	Rank
a. Administration/Staff	____
b. Courses and course material	____
c. Extracurricular activities	____
d. Instructors	____
e. Other students	____
f. Religious activities	____
g. Private intellectual or artistic pursuits	____
h. Other (specify) ____________________	____

13. Briefly, provide your opinion (if you have one) about the following issues of concern at Barat.

The four-course system:

The quality of academic advisement:

13. con't

Your Social life at Barat:

Overall quality of instruction:

Quality of campus religious life:

The continuing education program:

Whether Barat should try to become a larger school (1000 or more students):

Barat's increased cooperation with Lake Forest College:

The effectiveness of student government:

The effectiveness of College Senate:

Whether Barat should remain a college for women:

What you like least about Barat:

What you like best about Barat:

What (or how) should Barat change:

The following items (14-17) are to be answered by Continuing Education students only.

14. If you are a parent, what are the ages of your children?

15(a) What are your reasons for attending college?

(b) In resuming your education, why did you choose Barat?

16. Had you completed any college courses prior to enrolling at Barat?

Yes No

If "Yes" about how many credit hours had you earned?

17. How would you characterize (if applicable) the attitudes of the following people regarding your attending Barat? (please check)

	Very Supportive	Generally Supportive	Generally Unsupportive	Very Unsupportive
a. Your friends				
b. Your employer				
c. Your children				
d. Your husband				
e. Barat administrators				
f. Your instructors				
g. Barat students:				
ages 18 - 22				
ages 23 and older				

You have finished Part II of the Institutional Activities Questionnaire. THANK YOU FOR YOUR TIME. Please return it to the proctor. A summary report of the questionnaire results will be made available to students.

APPENDIX B

SUMMARIES OF FOUR TAPE-RECORDED CONVERSATIONS ABOUT CONTINUING EDUCATION AT BARAT

by
Dr. Audrey Borth
Professor of Education
Lake Forest College
Lake Forest, Illinois

SESSION ONE: NON-TRADITIONAL AGE COLLEGE WOMEN
November 27, 1973

The reports which follow record conversation at four semi-structured group interviews held during the 1973-74 academic year. Three of the four conversations were with distinct constituencies within the college; non-traditional age students; faculty and advisors especially concerned with non-traditional age students; and traditional-age students. The fourth and last conversation, held in May, 1974, brought together non-traditional age students (NTA) and traditional-age students (TA) who had participated previously in discussions with their peer groups and who had expressed a wish to share their experiences with each other.

Participants in these discussions were selected to represent various sub-groups within each constituency. Though not "objective" in the research sense, each of the discussions individually, and the four of them cumulatively, added considerably to our understanding of interpersonal and intergroup relations during a period of stress and adaptation for the college. Although originally conceived mainly as a method of information gathering, an outcome was the sharing of feelings, ideas, and recommendations within groups and the opening of more trustful communication between groups.

All sessions were tape-recorded, and these reports and the quotations therein derive from careful listening and review of session tapes. The sequence of topics in each report is roughly similar to that in the respective conversation, at which discussants were urged to focus comments on a handful of issues taken up in turn. The fourth of the following reports concludes with some reflections on group-interview procedure and outcomes.

DISCUSSION ONE: Non-traditional age College Women, November 27, 1973.

Ten women ranging in age from late twenties to late forties; all white, suburban, middle class, with from one to seven children, took part in this conversation. They are a sample typical of the majority of returning students at Barat. Five are nurses completing their bachelor's degrees in psychology or scientific studies; three are art majors; the others from Psychology and Education, English, or as yet undeclared liberal arts majors. This pattern is also representative of the overall distribution of the NTA students at Barat. A significant number are from nursing backgrounds since one of the programs through which the College actively recruits NTA students was for completion of bachelor's degree now required for school nurses.

General feelings among this group towards the College were positive. They made remarks such as:

"I'll be sorry to graduate in May. Barat has been a second home to me. There is the kind of give and take here you don't usually find."

"The school is fantastic! Everyone is concerned with what happens to you here."

"I love Barat. Its a wonderful school. The art department is full of nice kids the age of mine. That's one of the most rewarding things about my experience here--the students don't look at me as a mother type and I can have an entirely different relationship with them than with my own kids."

"I love Barat. I would like to stay here forever. I've found my associations with the younger girls marvelous. They don't treat me like an old lady. They treat me like one of the crowd. I feel 20 years younger and I8ve made many new friends among the continuing ed. women as well."

These comments were made during the "going around period" of the discussion when each woman when told something about her education and personal background, and what she was studying at Barat. The feelings about the school were seemingly added spontaneously as individuals started thinking about their experiences.

Another part of the discussion was structured focus on "where we are right now" and lead to talk about the things that make life stressful at Barat. One woman pointed out at the beginning that the difficulties most women face are not so much the fault of the school as a function of the responsibilities they face at home in addition to College going. Overall, the women felt that their reactions to academics were much like those of traditional students. "You get near the end of the time limit (the discussion was held after mid-terms) and you realize all the things you should have started to do way back before mid-terms are piling up--the kids and me both end up saying the same things about being a student." (the urge to procrastinate does not decline with age, apparently).

Another remark underlining the importance of shared feeling of studenthood was made by a nurse turned psychology major: "I was feeling very frustrated--depressed and upset after hardly having taken my head out of my books long enough to speak to my husband and young sons. The best thing that happened was that I went to the "town meeting" with all the Barat students one evening and found out there were several hundred others who were also depressed and upset. I felt relieved it was not just me."

Two areas of concern NTA students feel are particularly theirs in returning to school however, are access to accurate information about credit evaluation, majors and career possibilities (who to see about what and the particular role of the continuing education office in such guidance) and child care. Although the College has tried to provide work-study students to care for children while mothers are in class the service is erratic and the women are concerned that there is little for children to do aside from watching television. Some of the younger women expressed the hope that a more organised program, perhaps conducted by education students, could be worked out for pre-schoolers.

Most of the women however, agreed that the only difference between themselves and traditional students should be child care service.

"I don't think continuing ed people should expect to be treated differently than other students. I resent it. I don't like the way we've been labeled 'Continuing ed'. I keep denying I'm part of it. Last year, for example, I was much happier when my mail box was in with the other students."

"The segregation between NTA and TA students crops up in strange ways. For example, I got an invitation to the senior dinner. Other students got a reply card which said *I* will or will not attend. But since I have a Mrs in front of my name, mine said *we* will or will not attend which sounds as though husbands are being asked. That's not fair. If husbands are being asked why shouldn't the dates of single girls be asked?"

The issue of special treatment was agin raised in relation to the Open House sponsored by the Continuing Education Office in October. "I really felt that the celebration should have been for the whole school instead of just the Continuing ed. students. If you want us to be part of the school you should not have a party that sets us apart."

Another distinct problem the women felt they have as a group is that "some of the kids have commented that some of the Continuing ed. people don't have the right attitude--that they dominate the classes. Said one woman, "I didn't find it in art classes, but there is an awful lot of bad feeling among the younger students and I feel terrible about it. I'd never heard the term "damn average raiser" and that sort of thing before."

"I feel really strongly about that (dominating classes). I came here two years ago when there were maybe 20 continuing ed. people compared with 150-175 now. We found our way and were tickled to be accepted. We didn't expect the whole structure to change. I feel very strongly that I don't want Barat to change to fit the needs of the continuing ed. students at the expense of the traditional students. Sometimes I feel very resentful at some of the continuing ed. people. I have some in class now who do dominate. I want to be apart from that category when that happens. I think there should be an orientation of some sort in which continuing ed. people are made aware that Barat is traditionally a College of 18-21 year old girls and that's what we love about it. I would not like to see Barat changed into a Continuing Ed. College. I know my own daughter wouldn't consider going to a college where the enrollment was say half or 75% continuing ed. people like myself--she would feel threatened by it." Another woman agreed:

"Last year you just went to your classes and no differences were made. But this year with so many more of us, it seems people look around in class and think who's a continuing ed student and who are we going to run into in the dorm. Now I feel the label and I didn't before."

The College does separate us out this year--the mail boxes, for example--and when we get our class schedules for next semester they are mailed to us instead of being handed out to us the way they are to the other students. That's a separation. I don't want to feel I'm different just because I have a family or have to go grocery shopping."

"But we are different. We have different experiences and different responsibilities. I'm not saying the people should make exceptions for us, I certainly don't think they should. I justthink that we can't be traditional students. I agree though that if you're sitting in a classroom, I don't think you should take up any more of anyone's time or facilities than anyone else."

Asked in what way the College might respond to these differences, one woman answered: "I don't think the College should respond at all. I think the ways in which non-traditional and traditional students are different have little to do with the College."

Women agreed however that different levels of students and experiences do present problems for the instructor. New ways of organizing classroom resources that take advantage of experience and training as NTA students need to be explored. On the other hand, the reservation was expressed that in using older students as resource persons in groups, for example, instructors should be aware of the risk of having them dominate discussions and perhaps put off younger less experienced class members.

At this point one of the women made an arresting comment on the general nature of our discussion, saying, "Everyone is trying to disassociate herself from the label continuing ed. But you give yourself the label when you shrink and become uncomfortable when a continuing ed. student dominates the conversation in class. Isn't that a typical minority group reaction? When you see members of your minority group , whatever it happens to be, behaving rather grossly in public and you shrink. There is almost nothing you can do to improve the situation unless you choose to ally yourself with the particular student who is misbehaving. That's not the problem of Barat or of the label continuing ed. It's a human problem."

Another woman commented:" Your acceptance has an awful lot to do with your personality and your attitude. If you want to be accepted as an equal I think you will be."

"Yes, and don't act like a mother to your fellow students!"

"I have the feeling that some of us who started here when there were so few of us here are something like people who discover an unspoiled island, they get kind of annoyed when the rest of the world finds out about the clean beaches. Things are going to change, there is no way of keeping the College an 18-22 year old little paradise; and maybe it will change for the better. There's nothing so particularly remarkable about 18-22, I think that's what we've all proved. Maybe the traditional students are going to have to find that out for themselves.

Most women agreed that their sense of identification and belonging came from their affiliation with departments rather than from their status as continuing education students.

Another important issue raised spontaneously by the women was family reaction to their return to College. One woman commented: "the problem at our house is 52 odd socks!" Another said: "My children are very proud of me since I'm back in school. My son said, Gee Mom, I didn't realize what a smart lady you can be. He had only thought of me as cook, chauffer, dishwasher. Now he finds I can do other things. It made me feel so good, how he looked upon me. On the other hand my daughter was very happy when I brought home a bad grade on a class project because she was disturbed my grades were all high. She felt threatened that her grades would have to be as high."

Some common anxieties were also expressed. One woman related that she had read that the divorce rate for women returning to college is about 70%. Another woman responded,"This sounds very threatening. I'm wondering how many women are getting negative reactions from their husbands? Direct response to this question was avoided in the subsequent discussion but some general comments were made.

"Maybe some of the students are having trouble justifying their 'right' to go to school." (Gently, feelings expressed about neglecting household duties, children, husband).

"Before I came back to school I always read standing up. I've still got terrible pains in my back from the habit."

"On the other hand, I think coming back to school has helped a lot of families. My husband has the children four nights a week now and I think it's great."

The discussion ended on the theme of self growth. "You gain so much confidence. I've matured so much in the last couple of years in every way." (this from the mother of two teenagers). "I was angry and frustrated at first and had all kinds of problems, but I feel good about it now."

But associated with current feelings of confidence were memories of first returning to the classroom after as many as 25 years.

"All the years you've been away you've been thinking you're dumb. You're afraid you can't make it. Then to come in and have to prove that you're not necessarily dumb, or conversely that you really are dumb!"

"I was never so frightened of anything in all my life. I would come to class with a headache and go home with a headache. My first oral report--I thought I would not make it." (This comment was made by a woman who has been writing professionally for many years).

"I think I was tongue tied at the first get together for prospective continuing education students last February."

"I was terrified, and I was convinced I was the only one in the room who was. Because I hadn't completed college, I've always had a terrible inferiority complex about not finishing school and I've always been in awe of educators. When I found that these lovely women were human beings as well as being brilliant, it gradually melted down my fears."

Although the dominant attitude expressed throughout the discussion was that the women want to be accepted into the College community as students, regardless of age, the final comment of one woman called attention to the special concern NTA students might have for each other.

"It seems to me that we could be a support group for continuing education students. The sorts of things we're telling each other are the kinds of things only one sufferer can tell another. That's why I don't mind the continuing ed. label if it makes me available to help others."

SESSION TWO: BARAT FACULTY CONCERNED WITH NTA STUDENTS, January 23, 1974

Ten Barat faculty members (eight women and two men) who work with significant numbers of non-traditional age students took part in this discussion. An index of their interest and concern with the continuing education program and its effect on the college is that they gave up a morning of their January break period to attend the meeting. Together they are representative of the fields of study most in demand by NTA students: English-humanities; psychology and education; Politics and Art. All faculty participants provide some sort of advising, formal or informal, within their departments; three have primary responsibility in counseling with special groups - i.e., nurses, entering students without declared majors, first-year students.

The discussion was semi-structured in both process and subject-matter focus. A tentative plan for use of the two hour period was set out at the beginning with the invitation to participants to make counter suggestions or modify the plan if they wished. There was agreement on the general process, i.e., "going around" to give everyone an uninterupted period to make a statement, followed by general discussion of issues raised. Discussants did, however, feel free to ask for clarification or elaboration or to raise questions at the end of each individual's comments.

The discussion attempted to focus on two rather broad purposes: to hear, from the faculty's point of view, some of the of the problems and concerns and/or assets they have seen in the changing nature of advising and instructing; and to have faculty describe some of the ways they have tried to cope with or adapt to the increasingly mixed clientele of the college.

We asked each faculty member to react to two general questions:

What do you see as the problems/assets of Barat's changing population?

How has having significantly more NTA students in the College affected your way of teaching and/or interacting with students?

The following is indicative of concerns expressed by individual participants. Direct quotations are indicated. In most cases, the role of the College professors/advisors in relation to the students - by discipline, whether in classroom or one-to-one situations, influenced the particular focus of their remarks.

English Professor:

"First, despite their savoire-faire, there's a tremendous amount of fear that almost has to be exorcised out of them -- and I suppose it's feat that they are not going to be able to cope as the bright young 18-year olds are able to cope. I think it takes a lot of tender loving care and encouragement of their efforts to begin with." First assignments particularly, this professor emphasized, are crucial. Opportunities to redo -- to experience success are most important to students when they first return. Give opportunities to them to show their strength rather than turning them off. More personal attention is required at the beginning, often so that the older women don't feel it necessary to call attention to themselves by occupying too much class time with personal expereinces and comments.

Nurses' Advisor: "On the whole they have done very well." On CLEP 43 have taken the exams and the median credit they have achieved is 18 semester hours. Seven had even gotten 30 semester hours credit. Most take the CLEP exams. Gradewise they have come out with mostly A's and B's."

Art Professor:

"I feel very uncomfortable about that kind of statistic. As I have pointed out in faculty meetings, there is a tendency for us to be easier in the grading with continuing education people because they are making sacrifices to come back to College. I think there's a tendency to be soft in that respect. I'd like to talk more about that later on".

Advisor:

"But they work hard! We have five students graduating with a major in scientific studies who began last spring.

I think most difficulties come with scheduling. They want to come in the evening (most school and hospital nurses completing the B.A. are working concurrently) and it is difficult to get enough variety scheduled for them so they can get a choice. Classes are often filled before they can register."

Freshman Advisor:

"I have had Continuing Ed. students in class. My observation is that the need to discuss life experience is to compensate for not feeling on top of things with the 18 and 20 year olds in the classroom. This is so close to my heart because I was a continuing education student too. I did both undergraduate and graduate work when I had children. One of the things I've done is to talk with them about their anxieties and reasons for feeling the way they do. Many coming back are better than average students. They are the most frustrated about not having completed college - and that accounts, to a large degree, I think, for their being such high achievers.

Initially it's important to attempt to discuss the situation with them, especially if they are attracting a great deal of attention in class. We must think of their needs and anxieties in dealing with them. Traditional age students are frustrated sometimes, but at least 3 of my traditional freshmen advisees said that although they didn't know what to make of the NTA's classroom conversations at the beginning of the term - especially when they talked about their families - (this is a science course) - they now understand much better. We've learned to adjust. With everyone compromising the end result of class room interaction has been better than in classes without older students.

Some sort of expectations should be built into orientation for all students. Both T.A. and N.T.A. students need to be prepared to find each other in class.

Some Continuing Ed. students came to talk with me about their anxieties voluntarily. Usually their concerns have to do with careers. Some people are stuck with only a few traditional career choices like nurse-teacher. What careers are practically available to them? How can we encourage them to explore new career directions?"

Politics Professor:

'We are fortunate to have on the faculty here a number of professors who have been continuing education students. I know exactly how I felt at the University of Chicago with 24-year old boys to whom I was a mother figure. Having been through a similar experience is valuable. I have talked to a great many students who have told me about their experiences and we've almost wept together. One problem that I have had is NTA students in class who have just not understood about the prerequisites for courses. We have to give better guidance to Continuing Ed. students, much as we give freshmen.

I think we've had an effect here at Barat from the Women's Liberation Movement, whatever that may be. Their consciousness has beenraised. They are thinking beyond the "traditional women's fields." More women run for office--get into business -- economics.

The only real problem I've encountered is the resentment of younger students who say -- 'Well she's only taking one course. She can pour all her preparation into it whereas I'm taking three or four." I don't know how this problem can be resolved. The regular students have to be socialized into understand that although some women are only taking one course they are also working and continuing with family responsibilities at the same time they are returning to College.

Overall I'm delighted to have these NTA students. I think it's all right for the TA's to have to work a little harder -- reach a little higher."

Advisor and Business Professor:

"I think I can understand a little of what these women are going through too. I did my graduate work while holding a full time job (as treasurer of the College). That doesn't mean that educationally we're going to excuse them, but I think we have to be sympathetic to some of the frustration a person goes through when she doesn't think she's doing anything to the best of her ability.

I've had the experience of being one of the initial advisors who meets both the traditional students and the Continuing Education students -- it's quite an experience and I see quite a difference. You can begin by telling the NTA's our educational philosophy here at Barat -- the lack of any all college requirements -- only departmental requirements, but the very next question always is -- "Now that you've explained all this, what is it that I have to take?" They are pretty well boxed into the kinds of things that they liked in the past without being really creative about thinking along some line that they haven't tried, especially if they are not sure what they want to major in.

The other thing that's very important is to think with them. What is it they are going to do with this degree? They don't think they have many years to wait. I don't feel particularly well trained in career counseling so I find this a problem. They are trying to find out about new things -- paralegal professions, for example. I feel a real need for more of this information myself.

Another bind is 'What fits into my time schedule?' It is often the most telling question.

It's also interesting in advising both the traditional and nontraditional age student to hear that each one thinks the other has the better deal. The student has only 4 classes to prepare. The other women have all these meals to prepare and so forth. It's on both sides.

To speak as a teacher, I have found in my own classes that Continuing Ed. students fall into a couple of categories: one is the over-achiever. -- Actually there's a continuum along which they lie. The other end is the silent participant who won't open her mouth for fear she'll be wrong. I prefer the over-achiever because of the experience factor.In my class it is of value to the class as a whole. To be able to push in on their experience is of value to the course, but this is in business and management oriented classes where we need examples of what goes on in the field.

In talking with students I find the greatest antagonism is about classes in which NTA's are the majority and TA's the minority. I get the most complaints from evening psychology classes when TA's feel that the older women talk about their experiences with their children."

Psychology Professor:

"To speak generally I'd say I think Continuing Education students are good for Barat. I think C.E. students are good for younger students and that younger students are good for C.E. students, and that C.E. students are good for the faculty. Some of the assets and problems:

I've been delighted teaching students from a variety of backgrounds. C.E. students come highly motivated. For the first time I've had to tell a student not to study so hard. They are high-drive and high-anxious. Their anxiety, hoever, seems to be controllable and channeled. They're good for the younger students because the younger students need to see models -- they seem to be more mature and experienced. When the T.A.'s leave this 'big bubble' they will be dealing with other experienced people and this is good practice for them. C.E.'s are assets to the College because they have forced us to reevaluate what our goals should be.

I've had primarily good experiences. However, I have heard younger students complain of the over-dominating ways of some of the older women. My classes are straight lecture -- you don't generate a lot of helping discussions in statistics, for example.

Here at Barat, I think, we have become accustomed to having too quiet classes. Some students won't speak at all so someone who speaks a couple of times, by contrast, could be thought of as dominating. We have to keep in mind a frame of reference.

Many younger students feel we've gone overboard for older students. They feel the older students are becoming too much the center of our attention. I think this is unjustified, but I've heard it from a few students.

We should be concerned with the younger students' perceptions too. If they're justified we deal with them. If they are not, we need to have the younger students understand.

Other things have to do with statistical and administrative matters. The Cont. Ed. Office, I think, has done a good job of telling Cont. Ed. students that they can't get a Psychology major by going to night classes only. Yet I do feel the press of students wanting us to rearrange our schedules for night classes. I feel that press in required courses especially. If we make these kinds of changes certain problems are involved. For example, some courses go from 4:30 - 7:00. If you teach an 8:30 class you don't want to stay around for a 7:30 - 10:00 class. Yet the dinner hour, for TA students, comes between 4:30 and 7:00. TA students are trying to gulp down their meal in the 15-minute break. The College is somehow going to have to become more flexible. Similarly, the switch board is a problem. I have 2 or 3 nurses on call in class. They tell me at the beginning they may have to leave in the middle of class, which is fine -- but their calls don't get through. It's impossible to get good communications in or out of here. If we're trying to draw more Cont. Ed. students, the College needs to be more flexible, to offer more services, to take as well as to give. The professors are going to have to modify classes if they get larger, for example. The quality of courses might also be affected. The College will need to anticipate some changes.

The temptation to be lenient is also a problem. We feel the press of Cont. Ed. students having difficulties. Even though they may deserve to get a 'D' the professor thinks of their circumstances. It's a battle to treat both groups equally in relation to academic standards while recognizing they are two different groups of individuals. We have to be careful we don't set up a dual standard where we expect one thing from younger students and another from Cont. Ed.'s. I refuse to change standards but try to sympathize with the problems of Cont. Ed.'s."

Art Professor:

"One of the problems is increasing size of classes which might change quality. One of the things we've been proud of here at Barat is the personal attention students get. As soon as you get a class of 30 - 35 - 40 students you are not going to be able to pick up as much on individual problems and difficulties, as you'd like to. There's a dilemma. If we try to adapt but don't take numbers into consideration, we are going to be in trouble."

Psych. Professor:

"We don't want to have two classes of students, two standards, two groups of people. I think this is the key to Cont. Ed. here at Barat -- that we can bring the two together in classes without having to make a lot of major changes. You can go to C.E. school at Loyola, Northwestern, Univ. of Chicago. Then you've got two standards."

Discussion Leader:

"Yes. The two things Barat had in mind with the FIPSE proposal were: first that it would be an integrated program, and second that Cont. Ed. students would be expected to adapt to the academic standards of the College".

Psych. Professor:

"Briefly, some recommendations:

1) A committee, in the College Senate, on ongoing problems of Continuing Education. This was brought up once and over-ruled but I'm still convinced that we need the Committee because the ongoing problems have not been solved. They're being handled, but we still need a continuing group.

2) I believe all students -- NTA and TA -- need to be offered a packet of services upon entry and while they're here. They need the opportunity of personal and vocational counseling. I was talking to a clinical psychologist recently with a practice on the North Shore who spoke about the need of his clients to realize their potentialities in the middle years. I believe schools are one of the ways they can do it. But the women don't feel their problems have been properly handled at the schools they've gone to. The clinical psychologist was very interested in the Barat program. He felt, however, that the College ought to provide opportunities for small group discussions where women can share their common problems and enjoyments. They could also use study skills. Those who have taken the study skills course we're offering felt they really got a lot out of it.

3) And finally, faculty and administration should devote equal time to the problems of the younger students. Going overboard for either would not be good."

Humanities Professor:

"Most C.E. students are superior students, highly motivated. In some cases too much so -- and too grade conscious. One of the things I've run into a number of times is their terror about grades because husbands and children are interested in their grades. It's a terrible fear with them. There is a subtle pressure on the professor --'I've always gotten A's -- I have to get A's -- I can't accept anything less than A's.' For the most part the ones I've had don't always get A's but they hate to get anything less. Also, they take up a great deal of time in the sense that many do not get much affirmation at home so they want to talk about their problems here. They're more vocal about their problems than the younger students.

Another problem is that they do tend to monopolize. They are more outgoing, friendly, poised, eager, than the younger students. It has a somewhat inhibiting affect on the younger students.

On the other hand there are lots of good things about the mix. For one thing, I think it makes the younger students more civilized -- improves their manners. The older students are easier in their relationships with each other and with the teacher and I think that's good. My classes, because of the number of older students, has been able to give more leeway in assignments and projects. Some of the older students have done very creative projects and this has been good because the younger students then see what can be done and they can be more responsive too.

On the whole I've found them a great asset except in that one area -- that they are absolutely desperate to succeed."

Freshman Advisor:

"There is some parallel here to how I felt when we first took significant numbers of Black students. 'How do we adapt to a new group?' Grade wise I felt the same pressures I feel now. They're looking for a path I can't provide for them. Because they didn't have the preparation -- I felt the same pressure but still we're unable to change academic standards."

Art Professor:

"It's the same double standard sort of thing that I feel. We have to consider their background and what we've deprived them of and therefore we should be more lenient and considerate."

English Professor:[2]

"In general, the advising of both groups follows the pattern earlier described. Also grades for grades sake are much in evidence in my classes also. Their aggresion in class however, in my experience, has been a stimulus to discussion on the part of younger students.

I think it is to Barat's interest, however, to keep the proportion of TA students much higher in relation to NTA students. Barat's attractive to many of the older women students because they are in class mainly with traditional age students. The vitality and youth is attractive to TA students. The TA's who enjoy Barat and do well here like Barat because it is primarily a liberal arts college of the traditional kind. "

Psychology Professor:

"I've been thinking along the same lines. What proportion would you like to see?"

English Professor:[2]

"About one-fourth C.E. to three-fourths traditional students.

Art Professor:

I think that's too much. I don't like to see a quota system set up but this is one of the concerns I wanted to discuss. We want to avoid shifting the balance too much and changing the overall character of the College. We could probably fill the College with C.E.'s but we want to also recruit more younger students."

Advisor/Business Professor:

"It can't be based on pure numbers, however, because we're already at 3 to 4 -- 272 C.E.'s - 400 regular students."

English Professor[2]:

"It isn't really bacause so much of C.E. is part time. The impression of the

College is that we are still a College for younger students -- that the younger students are running the College. I think we have to be careful to keep that. The C.E.'s benefit from this too. "

Economics Professor:

"We got to be careful not to go overboard. If C.E.'s are coming here for preparation for something it's not fair to make it easier for them. Employees are not going to accept excuses. It's important with all students that we develop some toughness and resilience in students. Realistic ideas about what the job world is like."

Education Professor:

"Assets: C.E. students are generally very fine -- they are homogeneous -- they're active and it's contagious. They're very verbal so you know what's going on in their heads. They are also more likely to verbalize their satisfactions so that as a professor you get more rewards. They get turned on -- they know what they're after. On the whole they're more responsible and follow through on getting the work done.

Problems: I find that expectations professors have for these students aren't always met. They may be very verbal, for example, but not literate. Some students expect you to accommodate to them more than is warranted and more than TA's would expect. They expect uniquely vocational independent studies, for example.

Evening courses- personally it is a conflict. Afternoon and evening I am in need at home. This makes a problem between my interests and the C.E.'s. What about T.A. students? Are we really using prime time? Is it the best learning time -- the time to do new thinking?

Characteristics that have been problems with older students:

The monopolizer -- one who goes on and on. Another type is a know-it-all -- their experience leads them to know better. They even go so far as to deny others valid life experience. Then there's the put-down type -- 'No, dear -- no, child' --

using age against other students. Controlling these types fairly and effectively is a problem in class.

(Education)

Another problem peculiar to our area is State Requirements -- the time-consuming advisement involved. Much of it can be read and understood by the individual before she even gets to the advisor. It seems to be a matter of needing frequent reassurance which requires an inordinate amount of time."

Art Professor:

"Being last, much has already been said. In the Art Department mostly our experience has been positive. They're sometimes so busy producing (over-achieving), they don't take time to think what they're doing. Another problem already mentioned is that a 'C' is a disaster. It's hard to convince them that 'A' is an exceptional grade. Also, there is much need for vocational advisement. They want to know what they can do with their degree in a practical sort of way.

We've also had monopolizers in class. I just try to move on to the next person 'til the message gets through. In our department we have had the experience that older students are less creative and less risk-taking. It is more difficult to get them to try something new.

Another factor to take into consideration is that many are professional working people. Why are they coming back to school? For academic or therapuetic reasons? Their motivation is as varied as traditional-aged students. We need to counsel and advise with them individually at the same time we avoid a C.E. organization which is separate and apart from the rest of the College.

Another problem is that some are here for a degree -- others for pleasure or to avoid boredom. Degree candidates are more serious about doing their work. If they aren't degree oriented I think we should restrict admittance. Admission requirements should be the same for all students -- exceptions should not be made in this area for CE students -- there should be a single standard for admission. I'm interested in maintaining a balance between C.E. and T.A. students. I would see about 10% C.E. as representing a better ratio.

Counseling takes much longer, too, and three times repeating the same material is not uncommon.

In spite of the negative things I've said, however, our experience has been good with Continuing Education people."

SESSION THREE: TRADITIONAL-AGED STUDENTS

March 6, 1974

The fifteen participants in this interview soliciting reactions to the impact of a significant number of non-traditional age students on the Barat milieu were all sophomore, junior, or senior traditional-age residence students. Three were black. Most were invited to attend because they occupied visible positions in college governance or residence life or because they took classes with large numbers of non-traditional age students. It was expected that since these students had either been elected to office by their peers, or because they were having classroom experience with non-traditional age students, they would be most "representative" of the traditional-age point of view. However, any traditional-age student with opinions to express was free to attend, and several joined in voluntarily. One student who could not attend the discussion because of a class conflict felt so strongly she sent along a memo which is appended at the end of this report.

The conversation was semi-structured by the interviewer around three main questions: what changes can you identify as brought about by the presence of non-traditional-aged women on campus? What difference do you feel it has made to you personally? What assets or detriments do you see in mixed-age-group classes?

We began by having each student identify herself by class, major, and number of years she had spent at Barat. Following the identification, each made a brief general statement about her attitude toward non-traditional-age students.

Fran (Senior, English and Education, 4 years):

In one of my classes I'm the only resident student. The rest are Continuing Ed. That class is a senior seminar. I have ambivalent feelings. One of the women in the seminar asked me how come I was one of the very few people who are friendly with Continuing Ed. students. I don't know why, but people are people - it doesn't bother me at all (Fran is black). Some of them do tend to dominate the classes, but that shouldn't be any excuse for anyone to say, "Well, I'm not going to do 20 pages 'cause they'll do it and I'm not going to look ~~as~~ that good anyway." They have more access to other people and other resources as far as getting work done sometimes, but I don't care. Otherwise they don't bother me at all. I'm getting used to them I guess.

Cindy (Junior, Art History, 3 years):

I'm on Student Governing Board - I'm Chairman of the Mediating Board. I guess a lot of kids have come to me because one of the facets of Mediating Board is to facilitate communication between Continuing Ed. and Day Students and Traditional students. In September and October I got a lot of comments like, "Continuing Ed. students are awful, they're monopolizing classes" and things like that, but now (March) I think the situation has deflated a lot. People are getting used to it. I'm not getting as many comments any more. Continuing Ed. students are accommodating themselves. In fact, a lot of C-E students say the same thing about some of the older women -- that they monopolize class -- and give all the C-E students a bad name.

Celeste (Senior, Political Science, 4 years):

I've been involved with Student Governing Board the last couple of years. I guess I'm ambivalent toward Continuing Ed. I've had some bad experiences in the class room with them and some good experiences. I hate to lump them altogether and pass judgement on them as a whole. Things are beginning to simmer down and we're becoming more adjusted to each other now.

Sheila (Senior, Psych-Ed., 4 years):

I've had a lot of exposure to Continuing Ed. students mainly because ~~a~~ the great majority of them are in my department. I, too, have had mixed emotions toward them. I did, at one time, resent them monopolizing class, but at this time in my college career I don't think I've so much adjusted to them as I've just resigned myself to the fact that these women have a much more "eager" approach to education than I do, and that they have a lot more to work with. I don't feel they're deliberately trying to overwhelm the people who are here as undergraduates for the first time. They are just much more motivated, I think, because this is their second time around. Most of them really want the B.A. and want to make a career with it because they've experienced married life, or divorce--or you name it. I just think that most of them are overeager compared to the under-eager traditional students. The one thing I do notice is that being in a class with them, like in Child Psychology, where they have all their children to talk about, and I don't have anybody to talk about, and they keep relating everything to their own experience -- it's nauseating. I think they should be more aware of how we feel about that.

Lynn (Junior, took sophormore year at St. Olaf's, English & French major, 2 years):

I have ambivalent feelings too. C-E students have advantages and disadvantages over the rest of us. I think they have a hard time coming back -- and I hate to criticize a person for being over-eager because it's probably a virtue, but it does tend to get annoying. I think in a lot of cases C-E students aren't carrying as big a load as the rest of us. They have more time to spend, and it's frustrating because I'd like to have more time to study for my classes. But I don't have it because I have four to prepare. At St. Olaf's there were no C-E students in any of my classes. I think it really changes the atmosphere of the College. It's hard to put in words what the difference in atmosphere is.

Jane (Sophomore, 2 years, No major yet):

My reaction to C.E. is that anybody should be able to get all the education she can. My basic objection is to the attitude of the College as an institution. I'm beginning to feel that in a few years we'll have five traditional age students around in jeans to make the Continuing Ed. students feel collegiate. I mean that very seriously. For instance, the President shows up at their cocktail parties, but I have yet to see her this year myself. That's annoying.

In classes, I think whatever your experience has been you should come in as a student, not as teacher's helper. I don't appreciate listening to stories about people's lives. I have been in a lot of humanities classes and most of the women in humanities are there for sheer entertainment -- they aren't there for degrees. They are well motivated -- I consider that a plus as far as raising the level of the written work goes, but they can really screw up the class discussions. The only other thing is that - as Fran says - they wonder why we're not friendly. Well, personally, I don't appreciate having my life-style, my clothes, my attitudes, criticized on a personal level. Like, my mother's not here so they better tell me. The most obnoxious incident I recall occurred when I was with a friend in the hall and a woman who had been in class with her first semester came up to her second semester and said, "Dear, you've gained so much weight, I really think you should check on that," -- in the middle of the hall! A traditional student, under no circumstances even to her best friend, would do that. To me -- "Why do you bite your fingernails dear, you're a little old for that." Patronizing!

Sheila - I've never had that kind of encounter. I've had two really good friends here who are Continuing Ed. students who have worked with me, not against me in classes and who have really given a lot to the class. They could be on our side as far as this goes. They, to me, are students here, who really participate as students rather than as a Continuing Ed. student. There is hope, at least that there are one or two.

Gayle (Sophomore, Psych. and Education, 2 years (also Business Econ.):

As Academic Chairman I've had millions of people come up to me and say things as cruel as "Get them out of this school -- use your influence -- I don't want to see them in my classes anymore." My biggest complaint is that whenever we institute some kind of new program or so called alternatives in education, we seem to forget that there are other people involved. Instead of integrating and working with the program as a unit (Gayle is a black student particularly interested in educational reform), It seems to me we're bending over backwards to make the Cont. Ed's happy - which is good because you should make people feel a part of you - but comments from the administration really bother me. I heard someone say, "Well, we can't promise the traditional students anything -- they're here and it's a risk-taking process." Granted, but the College makes me feel like a significant nothing when it says C.E.'s have so much to offer us. It's a standing joke with a friend of mine. She says years from now people are going to ask you where you graduated from and when you say "Barat College", they're gonna go -- "Oh, you finally got your degree, huh!"

That worries me. On the whole I've met some very nice people and I don't want to classify all Continuing Ed. students.

In classes though, I've seen even teachers sort of think -- "Well, here's a lady - she has a family just like I have a family, and wow! -- she read ten books this week. She was able to do it - why can't you?" Teachers are comparing you against other students. I don't like that.

Nancy (Senior, Psych. and Education, 4 years)

I'm assistant head resident at Stuart Dorm. I've had vast exposure to Cont. Ed. students because most of them seem to be in my department. I've had good and bad experiences. My first two years there were two C.E. students in almost all my classes -- the same ones Sheila referred to -- but they are two unique people -- they're very accepting and they grew with the experience -- that seemed a natural process with them.

This year I've had very bad experiences. It seemed like the year of the locust. I walked into one of my classes and there were 5 students and 35 Cont. Ed. Barat is noted for its small classes, but it hasn't seemed that way this year. In my Abnormal Child Psych. class I had problems with them -- with their children -- and in particular with some school nurses who know-it-all about every situation. "Listen dearie, I have lived longer than you have and I have experienced more than you have so I know!"

I think C.E. students are going to have to become part of the Barat program -- not be a separate sector of the College. They seem self-centered. There are exceptions but I would say that 10% of the C.E. students I've had in my classes have been great, but the rest of them seem close minded, know-it-all. They are very anxious about having tests. Their idea of education is very different from mine. They want regular tests, they expect time changes in the class, they monopolize classes. The professors do not seem able to control the discussions. They let the students go off on tangents which waste class time. In many cases I've seen the professors intimidated by some of these C.E. students. You shouldn't just sit as a student in the class and tell a psychology professor you know more than he does because you have a certain kind of child and therefore you know best. I've had that three times a week for a semester.

In the interest of courtesy some professors try to be nice but I think they are just going to have to just tell them to shut up.

When we walk into a class we know what the requirements and expectations are and that we'll have to meet them. But the C.E. women think the professor should change things for them.

Anna (Sophomore, Business & Economics major, 2 years)

I'm on Student Governing Board. One of the examples I have about how the atmosphere of the College has changed regards the class of a friend of mine in which there was a guest speaker. She used some blunt language which did not bother the traditional students but seemed to horrify some of the older women. It's almost as though your mother were sitting next to you and you have a different behavior than if it were just your best friend.

I think the school is not taking into consideration how we feel. Whatever money I pay in is just as important as anyone elses.

It would be good if we could have had an orientation before and not just have everything thrown at us - on both sides. We did not know what to expect.

Eileen (Sophomore, History major, 2 years):

I'm on Academic Policy Committee of the College Senate. The subject just coming up for discussion now is granting credit for "life experience" to C.E. students. Like giving work experience college credit. It seems to me it's becoming an advantage to drop out of school and go to work and then come back again, and then get credit for an everyday job. And I'm against that. It comes up in classes with these people too -- it's something they throw at you -- their experience. It's unfair to traditional students. Most C.E.'s are monopolizing class and the others are embarrassed by their behavior. One older woman in my class said she feels sorry for us. One friend is dropping her class because she is being frozen out by the professor because of her outspokenness. She talked back one day accusing the older women of being partly responsible for the drug culture because of their sleeping pills and tranquilizers and such. Now the professor won't speak to her in the halls or call on her when she raises her hand in class.

Gayle: It's hard to talk about these things. In faculty committees we often get railroaded by our own ignorance. It's getting absurd -- one woman wants credit for foreign language because she's been an opera singer.

Eileen: Another one wants credit because she got a real estate license.

Nancy: For two years regular education students, on the other hand, have been trying to get credit for teaching in Upward Bound and can't. They say, "Well, that's not the same because you're not old enough to get credit."

Sue (Senior, Art and Psych. Major, 4 years):

My views have really changed while sitting here listening to people. Being in Psychology I have 2 evening classes that meet 4:30 to 7:00 (with 10 min. for dinner). There's a problem because the class has to be taught when the C.E. students can come. Knowing the scheduling problems I have really disliked the C.E. students, but I must say I haven't had the kind of bad experiences described here.

It's strange hearing these isolat~~in~~edg incidents coming up. There are monopolizers but there are lots who aren't. It seems sides are being taken. Every incident I've heard is about bad incidents. Each side has not allowed itself to look at the good side. I think that's sad because there is a lack of communication basically between groups.

On this whole bitter bit one of the Cont. Ed. students said, "You picked this course, and you knew the time, why should you be let out for dinner?"

They cannot fathom the fact if we don't eat at that time we don't eat -- and they don't understand because we don't talk to them. There's a feeling of hostility and this way nothing is going to be improved until some understanding goes on. Too much side taking and generalizing from individual incidents.

There is a terribly aggressive spirit that makes this possible. Some women agressively want their money's worth.

When we think about individuals rather than Cont. Ed. students as a group we might be more understanding. I think it's an understanding within the person. One person may monopolize but no one will stop her -- not us~~s~~ -- not her contemporaries. Everyone remains silent and the hate builds up.

Laura (Junior, Art, Sociology and Religious Studies, 3 years):

I'm President of the student body and I'm also a resident assistant.

I think a lot of small things, from the number of mailboxes to the shortage of chairs in the dining room, created a lot of havoc. But I kind of thought that ~~like~~ a lot of issues a great adjustment has been made, just between last semester and this. I think students are becoming more receptive to each other. Another thing is that I have been in class where I think professors too are learning now to respond. For a long time the students were doubly frustrated both by the C. E. students and by the faculty members who didn't know how to deal with ~~te~~ them. But I sense that something is happening there. And I also sense that people are beginning to respond to the content of what other people are saying, rather than to the image or role.

I think communication was bad -- not only through lack of orientation but through lack of understanding of how great an adjustment we would have to make. I really think it has changed the entire mood of the College in a number of ways. So much so that we don't even know how to define it. A lot of it, I think, is due to poor communication. I don't want to isolate this one issue because it's part of the crisis of the College as a whole. Between administration, faculty and students not only in relation to what's going on and who's doing what -- how, when and why, but more generally -- an identity thing. There isn't a dialog going on between these groups to establish a cohesive, identifiable definition of what we are.

The more I experience the more I'm amazed at how in actuality it's broadening the view and the resources for knowledge; yet I think that we've never sat down and talked about it that way and we've never defined it that way. Until that happens, I don't know how things can get better.

Janet (Senior, Psych. and Art major, 4 years):

A lot of what I feel has already been said. I've got a lot of different feelings too though because of my two majors. I've been in a lot of Education courses, for example, and I can see some of the problems people are talking about. But then in Art -- I don't know whether it's because of the relaxed atmosphere but I've gotten to know some of the women a lot better in a different working situation. I think I've learned from them. Some of the problems would be solved if we got to know each other better. But again, too, I see other problems -- a lot of women just taking a course, wasting a lot of time in class, including the professor's time.

They take up serious student's time -- coming without art experience -- just for a good time.

One other thing -- women who are divorced or need to get a job work harder than women who come back to College just for themselves.

Mary Anne (Junior, Political Science, 1 year):

I transferred from a College where there was also a large Continuing Education program but which functioned much differently than this one. It was not degree-oriented. I'm not sure I've had enough contact with C.E. students here but the ones I have met have really added to the classes I've been in. The women I know are sensitive to traditional students.

Mabel (Senior, Afro-American Studies and Sociology, 4 years):

I've learned a lot today. I was not aware there was this much conflict between C.E. and traditional students. For me C.E. women have been a positive factor. They are certainly different from us in many ways, but I can appreciate that. Diversity is good for the College. Our differences allow for a better learning atmosphere because there'll always come a time when you have to deal with different view points.

But I've had problems too. I realize that C.E. women are going to have to adjust to us and us to them. But I don't like to seem them totally like us in terms of their expectations, or roles, or behavior. Because they are different from us. The diversity actually makes for a better atmosphere.

We have to cope with the academic problems that are coming up. We're going to have to restructure -- Maybe we can come to interact in the classroom situation.

Janet: I've had good experiences too. Without acting like mothers, these women can help us with setting goals -- we cnn learn from them too.

Nancy: Similarly some of the women who are mothers of people our age like to talk with us about their children. One mother, for example, had a son with a drug problem and really wanted to talk with us about it and try to understand.

However, the College went into this, I think, without taking a lot of factors into consideration. For one thing, the parking situation, the baby sitting situation -- scheduling of classes. Better balance in classes instead of many C.E. women and few traditional students. The numbers can get overwhelming.

We have to learn to be more tolerant of the situation. Many of the women really want someone to talk to.

Constructive suggestions for improving adaptation:

1) Faculty workshop -- to help ~~them~~ faculty understand how to control discussion in multi-age groups, and become sensitive to the situation.

   Rather than just faculty together, get the process discussion down to the individual class level right at the beginning. The professor should initiate such a discussion. At the beginning of each course we usually talk about what we expect to get out of the course. That would be an appropriate time for this to happen. That's the perfect time for the professor to initiate such a discussion.

2) Get groups together to talk in different situations rather than keeping each group separate.

   The College community should have a more realistic attitude about what Barat is and what kind of College it is. It is no longer a finishing school although the image lingers on. Everyone should have an idea of what the philosophy and character of the College is.

3) Continuing Education students also often need study and writing skills. They should have a beginning course or maybe just an orientation course that helps them know how to use resources of the College.

   Both traditional and C.E. students need orientation groups or seminars. Students should have a chance to talk about themselves and their backgrounds.

Janet: My mother is a Cont. Ed. student so I asked her first thing when I went home I asked how things are going with her. She said she is really getting tired of students putting her down and criticizing her attitudes. Something like that might be subject for discussion among C.E. students. To help them not to get too down -- to give them some support to deal with the things that happen to them when they come back to school.

4) Team traditional students with incoming C.E. students in a kind of reversal of the old "big sister" idea.

5) Traditional students need to examine their own attitudes and also to try to understand where the older women are coming from.

Summary

There is a tremendous amount of good feeling to work with. If we work with it in some of the ways we've spoken of today -- better communication; better preparation; better orientation with the understanding that we are primarily a residential traditional-age -- not traditional minded -- College for women, and that we don't intend to be overwhelmed. Some of these things might help to make things better next year.

APPENDIX: Written Memo from C.G. who could not attend the meeting

Due to a class conflict I will be unable to attend the meeting at 2:30 tomorrow on Continuing Ed. I would like, however, to share my reflections on our Continuing Ed. Program. Since I received your notification I have tried to get the opinions of other students -- the few notes of observations below are a composite of these reflections and my own:

1) Cont. Ed. is a good program for those involved -- not the rest of us!
2) Cont. Ed. program can destroy interaction in classes if the number of Cont. Ed. students is large and can "sway" the instructor.
3) Cont. Ed. is detrimental to school standards, in that Barat is forced to institute courses geared to those out of college, many courses of which are mediocre and unchallenging to the intellect.
4) Instructors tend to relate to Cont. Ed. students more easily because they continuously voice their problems, experience and needs.
5) Some classes may be geared to Cont. Ed.'s needs and opinions because of above. (Instructor catered to them, often out of pity).
6) Cont. Ed. students escape many requirements because of "home problems", gas shortages, lack of discipline and study habits.
7) Many instructors talk to Cont. Ed. on an "adult level", when they talk down to many other Barat students -- due to age, maturity and outside responsibilities.
8) Many Continuing Ed. students use experience to an advantage -- voicing opinions which they consider or project to be valid "due to experience" and "age superiority".
9) Many Cont. Ed. students have few hours on campus (primarily those without

young children) and force instructors to raise course standards and work loads. (Many full-time students find this overwhelming).

10. Generally -- (I feel) -- there is a consensus that there are too many Cont. Ed. students because class goals are being geared more to their needs, often causing unnecessary review and little intellectual interaction on an objective, (open minded) level.

As previously mentioned -- these are not my own ideas yet reflect many concerns of students in varying department. Please voice any or all with my name, if necessary.

Thank you.

SESSION FOUR: TA AND NTA STUDENTS; SUMMARY AND RECOMMENDATIONS
May 15,1974

The fourth and last evaluative conversation in this series on institutional change and adaptation to a multiage group student population was held at Barat on the evening of May 15, 1974. The group was comprised of both traditional age resident students and women in the continuing education program. Unlike the previous three discussions held throughout the year with a C.E. student group, a faculty group, and a traditional-age students' group, this discussion was initiated by students themselves who wanted to get together for the purpose of "cross-cultural" communication and to make recommendations for alleviating some of the problems identified in the course of previous essions. It was followed by a more comprehensive day-long seminar at the College led by Lin Butler, and summarized in Enid Powell's article, Continuing Education Seminar at Barat, May 1974. Powell's article aptly conveys most of the feelings, ideas, experiences and suggestions brought out in the four small group discussions that were held in November, 1973, and January, March, and May of 1974.

Due to a technical problem with the taping of the May 15 discussion (shades of Watergate!) samples of direct quotes used as evidence in the previous articles are not available. The summary here is from the interviewer's notes.

The discussion group was comprised of three traditional-age student leaders and six non-traditional age students, all of whom had attended earlier sessions and most of whom were worn down by just having finished final exams. Seven of the nine looked forward to graduation three days hence. All, however, came voluntarily, out of interest in contributing to the improvement of college relations in the coming academic year. The warm spring evening had about it an air of nostalgia and reconciliation which made conversation easy, but at the same time seemed to give particular strength to the main themes on which all agreed.

The most important need repeatedly stressed was for ongoing interaction between students of all ages, between faculty and students, and among administrators', faculty members, advisors, and students. A number of concrete recommendations for institutionalizing this interaction were made. The first was for more realistic orientation of students, both traditional age and C.E. to the expectations of academic life at Barat. The women felt that separate orientation sessions, as they had been held in the past, contributed to differentiating students from entry and helped set the stage for continuing frictions in other aspects of college life. The College, they seemed to be saying, should represent itself, its life style, its academic and attendance expectations, as a single, unitary institution in relation to students. While recognizing the special needs of returning women in such ancillary areas as child-care and parking, for instance, its main task, educating students, should be perceived as equitably discharged and evaluated. Two other specific suggestions were made for carrying out this intention: an ongoing, one semester orientation seminar for all entering students in which the purposes and academic expectations of the College could be regularly addressed and problems discussed and acted on; class discussions initiated by the professors early on in courses in which mixed age level students are expected to work together during the term one of the often voiced concerns of both traditional age and C.E. students is for the "monopolizer" of class time with whom neither professors nor other students seem adequately prepared to cope.

A second major theme around which students of any age at Barat might be able to get together was stated as "defining Barat's special mission in relation to women". Being women, regardless of age, social class, race, or marital status poses special problems in our society, in academia, and in careers around which much mutual interaction might occur. The women felt that Barat, as an institution has yet to capitalize on this common bond.

Less imperative but other suggestions were that there be more common social activities at which students, their friends, and husbands could informally come together such as the Art Show openings, class and departmental dinners, and college-sponsored receptions at the opening of the school year. And again, the nitty gritty of daily life: adequate parking space, equal access to special resources, to the library, to the book store, to study space, to a seat in the dining room. Small aggravations, to be sure, but when constant, often leading to accumulated hostility between groups.

In concluding these reports on the four evaluative discussions we held at Barat during the 1973-74 academic year, I would like to add a word about methodology. When conceiving a plan for evaluating our progress in moving Barat from a single sex, traditional age residential liberal arts college to a more community oriented institution serving a multiage group student body, we elected, within the constraints of financial resources and the research and evaluation team's expertise, to use multi~~age~~ple approaches to collecting and analyzing data. Each prospective has contributed something to our understanding of an institution in flux. Measured against R & E criteria, the data gathered in these four group interviews is certainly at the subjective-participant observer end of the methodological continuum. Though the discussion leader is classified as "an outside observer", she came to the task with three years previous experience in the institution and has taught two of the mixed age group classes referred to in some of the discussions. The ease and openness with which sessions moved was due, at least in part, to the fact that trust was already established between the interviewer and members of the group. That feeling spilled over to other, unknown group participants. "Experimenter bias" in other words, is much in evidence in these reports. Although not the original intention, both the fault and the serendipity of these sessions is that they came to be system interventions in themselves. The strongest recommendations to come out of these sessions is for better on going communication of the sort modeled here. As research or evaluation then, our results are "contaminated" and hardly constitute "hard" or objective data.

The strength of these reports, on the other hand, may be seen in the consensual validation of our findings. Read in the context of the total evaluation effort, i.e., Talburtt's report, Powell's article, Hettich's survey, we begin to discern a pattern in the data which:

1. Identifies crucial problems of change when disparate, cross-age groups meet in a single institution for the accomplishment of educative tasks;
2. Describes states of friction and adaptation which similar institutions might anticipate; and
3. Makes some common recommendations for the alleviation of these problems.

Audrey Borth
Lake Forest College
March 1975

APPENDIX C

SUMMARY OF A FIFTH TAPE-RECORDED CONVERATION ABOUT CONTINUING EDUCATION

by
Caroyl Westphal '75
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This is a report on the fifth in a series of taped discussions concerning the impact of continuing education students on Barat College. The first four were held during the 1973-1974 academic year. This discussion was taped on November 25, 1974. There were five traditional aged (TA) college students and six non-traditional aged(NTA) students present.

The group was asked to express their perceptions of the present impacts of the continuing education program on the students at Barat and to report any changes in those perceptions over the past year and a half i.e. since the increase in continuing education students.

One perception that had not changed was that of the strained relations between the two students groups. An NTA student~~s~~ suggested that part of the problem was the TA students' view of NTA students as a separate group. She said,"I regard a traditional aged college student and any other student in the classroom with me as just a student . I don't look at you as 19 or 25 or 45. Apparently you have more trouble with this the other way. That you don't look at us as just another student~~s~~ in the classroom."

Tradtional aged students said they felt continuing education students were made to feel special. A TA student said,"It's not that I look at people as old people coming into and invading what I think should be all 18-22. It's if any group is treated as a group by admissions or a lot of policy-making institutions in the school look at the group as a special group."

"I do not want to be a special person. When you make us special then you make us something we're not," was a response of an NTA student.

Traditional aged students felt that some NTA students set themselves apart as different. One TA student said that traditional aged students were resentful because "they have found a lot of continuing ed. students who come about with this air of superiority, that they've been to school and they were out and they've lived longer and gone through hardship and now they appreciate college."

Dominance of class discussions and going off on tangents were named as resentment-creating behaviors. The traditional students agreed that it's only a small group of NTA students who are doing these things, and that TA students were making generalizations based on the behavior of these few.

Traditional students mentioned more than once that the people who were creating problems were unaware of it. "I think every resident student knows what's going on but I don't think the continuing ed. students know," said one.

An NTA student pointed out that some NTA students have little involvement with the school. She mentioned students who only take classes in Cuneo. Cuneo is a science building set apart from the main building. Psychology classes, in which large numbers of NTA students are enrolled, are held there. Of these students she said, " They've never come to the main building. They do not realize the resentment."

The NTA students said that they did not appreciate it either when some students dominated discussions or took up class time with irrelevant topics. The question was raised as to who was responsible for handling classroom problems. One student's opinion was "It should be the faculty member who does it but they don't." Other students felt that the students in a class should handle the situation. One student pointed out that the instructor in a class may not realize how the students feel and take their silence as approval.

A TA student said that she was concerned about hurting a student's feelings. She said that whatever a student talks about is important to that person, but "I'm disappointed in myself and the teacher and the class for not being able to say something."

"Everybody is too polite," declared one NTA student.

An indirect source of resentment mentioned was an increase in night classes, especially classes scheduled from 4:30 to 7 which runs through the resident students dinner time. The NTA students said they didn't like the night classes either. One suggested that it would be helpful if some classes could be taught in two sections--one during the day and one at night.

~~One student asked if they felt there had been any~~

The group was asked if they felt there had been any changes in academic quality since the increase in NTA students, particularly had there been any improvement in class discussions.

One TA student said she felt academic quality had fallen in the past few years, but she could see no correlation with the increase in NTA students.

Traditional aged students did not feel that TA students were participating more in class discussion due to the presence of the more verbal NTA students. Said one TA student, "If a discussion is handled well then both can contribute in equal amounts."

Another TA student suggested that most students feel that only a limited amount of class time is meant for discussion. If that time is used by a few verbal people then other students feel less inclined to say anything.

On the positive side NTA students viewed the continuing education program as a good thing. TA students said that for the most part they admired the NTA students for returning to school. NTA students felt that some kind of communication should be distributed to students concerning the problems resulting from the increase in NTA students so that everyone would be aware of them.

Even though the thought was expressed that NTA students could eventually be well-integrated into the school, the NTA students expressed the sentiment that they weren't looking to become like TA students. This thought was best expressed by an NTA student when she said:

"We don't want to go back.because we want to go forward just as you do. We can't go back. We don't want to. We enjoy the maturity the old age, the grey hair we're wearing because we've been the route. We want equal respect. Equal--not just respect because I'm older. I respect you for what you're doing and I think it's a give and take situation."

APPENDIX D

REPORT ON A YEAR-END CONFERENCE OF CONTINUING EDUCATION STUDENTS AT BARAT

by
Enid Powell '74
(Continuing Education graduate)
Barat College
Lake Forest, Illinois

CONTINUING EDUCATION SEMINAR AT BARAT: MAY 1974

Freud supposedly asked wearily, "What does a woman want?" The Continuing Education (CE) students at Barat have answered the age-old question. They want growth - change and development of self - and new horizons. They believe that by returning to school for further study and enrichment they have achieved these goals.

The concluding evaluation seminar included women who had returned only one semester ago; those in the middle of accumulating credits toward a degree; and recent graduates from Barat. A similar thread wove through the discussions which centered on how they feel they have changed. All felt they had developed self-esteem, greater awareness and openness to new ideas, more discriminating taste in friends and leisure time activities, and career goals.

After committing themselves to even one class, the women experienced a heightened sense of purpose and self-confidence. They had begun school feeling vastly inferior to the traditional age (TA) student, yet anxious to make friends with her. To their own surprise, they did well scholastically - partly as a result of intense effort and condentration born of fear and self-doubt. They also found increased satisfaction in forming friendships with other women who had returned to school. These attachments had been unsought and unexpected, but a desire to share their new experiences with a peer who would understand brought them eventually together. Some sought and found pleasant relationships with the younger students, but still required adult companionship on their own level of maturity and experience. The consensus was that no one would have been happy in a class of primarily CE students. In fact, the CE students preferred a majority of the class to be TA students and were disappointed to find some classes innundated by older women, a situation more common in education and psychology courses.

The question of "innundation" reflected the antagonism that did exist on the part of some younger students. Going to class with "mother" or "big sister" is aggravated if "mother" starts acting like one, e.g. dominating discussions; putting down student's lack of experience while holding forth at length upon their own lives. A group orientation would do much to alleviate the misconceptions and lack of understanding on the part of both groups.

The superior grades made by CE students were another source of resentment by the younger students who believed that the former had extra time to study and were taking fewer courses. Many didntt realize the "time" required to run households of small children, nor were aware of jobs held by older women. Classroom conferences were often monopolized, unwittingly, by women who didn't have another class to rush to. Orientation for both groups, therefore, would facilitate communication and also familiarize individuals with specific names and faces they will see in future classes. These advance meetings are often the basis for later friendships and warm recognition that enhance the classroom situation.

In the same vein, they appreciated the existence of regular continuing education group meetings in which the women can share academic problems and ideas and offer support and reinforcement. Yet they do not want to be singled out and thereby separated from the TA student whom they view as a grandparent might: all pleasure and no responsibility. The multiple points of view of all ages are part of the stimulation and growth they are seeking. They feel that the age groups are already too stratified into groups for one age only and thus the generations are artificially separated.

The CE student has discovered a big world out there as well as inside the self. "I find I'm a more interesting person to myself, my husband and my friends. For the first time in years I'm not talking about my work (nurse) or the kids, but about ideas and important current subjects."

Another woman, on the committee to select a new minister, says she is the member asking searching and relevant questions and making the most demands in terms of intellectual and speaking ability, reflecting her similar demands in the classroom.

But increased awareness of self and the world has its effects on the family. Husbands often are at a loss to understand wives who have metamorphosed from silent, compliant creatures into assertive and confident women. Some husbands try to dictate courses they think their wives should study. Others complain about housework undone, errands un-run, and friends unseen in months. Children too take exception to mothers who listen with half an ear during exams, or are too busy with homework to jump to every demand. But the problems, when worked out in a spirit of compromise and cooperation, lead to greater advantages for the family as a whole.

In fact, meetings with husbands only were suggested for increasing understanding of what their wives are doing and why and how the family can prosper. Husbands whose wives have been back to school would be morale boosters for those new to the experience. The women were eager to describe the changes in their own families' attitudes.

Husbands who originally permitted a course or two began looking toward the possibility of two incomes to share the burden of college or business reverses. One man became positively enthusiastic about his chance to return to teaching where the smaller salary would be augmented by his wife's income from a job made possible by her further schooling. Another husband suggested that when his wife graduated and began her career, he could leave a hated job and start his own business. Still another thought it would be great for both of them to join the Peace Corps when the children are out of school and on their own. They also recognized the likelihood of widowhood and the protection an education and degree affords in the job market.

The children, too, discovered that their mothers were people with talents to take pride in. One asked his mother to join him at the Art Institute to help with a college project. "You're the painter," he said, adding, "and you make straight A's in this art history stuff. I need your help." Previously, he had needed only his laundry done.

Another mother set aside definite times for her children for private talks. They learned, she said, to differentiate between trivia and important matters that required her attention. The children ceased acting as if every problem was an emergency and learned to handle some situations themselves because mother wasn't constantly available. Their own pride and confidence in their decisions increased accordingly.

Implied was a new balance in the family, a new pattern of thought and deed. One father helps his son do the dishes; another stays home from work with a sick child so that mother can attend a class. Others find children more helpful, especially as fathers get after them to help their mothers. The child learns he is not the nucleus of the world and in turn feels freer and more confident about leaving home. The quality of attention improves because of awarness of limited time, which limitation again focuses attention on the need to descriminate between the valuable and the trivial.

Worry and feelings of guilt are inevitable as wives change accustomed patterns. Two mothers exemplified the sharing and supporting that connects fellow adult students. One worried that her daughter, an only child, might be suffering from her mother's lessened attention. The other mother admitted that she had been an only child and surely wished her own mother had had some other interest besides her daughter who felt the constant attention a burden and an obligation.

Another area of friction centers on friends who seem to resent the returned student's limited time for visiting and entertaining each other. They perhaps harbor feelings of inferiority as if the activity of the student reflects unfavorably on their stay-at-home status. The support of other adult students is important in easing the discomfort in these situations. Admitting their common fears and doubts, problems and priorities, brings them closer together and provides a bulwark against the attacks of others.

Hardly an attack, but surely an unsettling question, is the one greeting both the returning student and the graduate: what are you going to do? If a husband returned to school, the assumption is that he will somehow enrich the family, either materially or by increased intellectual commitment. The woman student is assumed to be either preparing for a definite job or wasting time. Her liberal arts degree is questioned for its utilitarian value and her motives suspect.

But many women didn't return to school for a particular degree. They felt they were drifting and needed a sense of purpose, to "do something that was mine alone." The degree may have been seen as the means to a desired job or end, but often the only need was to be broadened as a person - to be more than wife or mother. They had to overcome a fear of failure, fear of competing with younger students and making fools of themselves in their own eyes and those of their families. Therefore they worked hard and with such intensity that they experienced a definite let down at the end of a semester or year. Some even became ill from the constant tension and concentration. Some were sorry and depressed to have classes end, while others weee glad for the respite in which they could find tkme to think, to reflect, to return to friends and old interests. But none could return in the same way to the same occupations and preoccupations. Refreshed wives and mothers, yes, but with a difference. Perhaps when you take the woman out of the kitchen you take kitchen concerns out of the woman.

Eventually long range plans evolved with their evolving confidence and only one woman plans to return to her life exactly as it was before. They all plan some kind of job, either full or part time. They want to put new skills and ideas to active use.

With changing attitudes about themselves and their roles came changing attitudes toward the young and their new life-styles. They would prefer their own children to take the prescribed four to six years of higher education and achieve a definite degree. But they are readier to believe that this option is not for every child. One woman recognizes that her son might not be ready for his senior year of college and that the year off he wishes to take could make him a better and more committed student later. Another mother would encourage school-weary children to take one of two courses so that they can concentrate on a particular subject and not lose touch completely. The women agree that their children would benefit by work experience before further higher education. They do not fear that their children will have to postpone a return to school because of early and larger families as did the previous generation. The new priorities make these events unlikely. They applaud the new generation's attitude of "I'll put my husband through school first, but then its his turn to put me through." In fact some of the CE students are of this generation and taking their turn.

In conclusion, the women value the changes in themselves and the efforts they exerted to overcome problems and achieve goals. They believe "searching is a positive part of the self, even if the search is never over." They have decided that they and their families benefited from an increased quality of relationship, the reward for the times of tension and absence because of exams, papers or fatigue. They have increased respect for young people and understand their own teenagers better and more sympathetically. They respect all women more and are in greater sympathy with them. Where they used to seek the company of men for superior conversation and interests, they now seek that of other interesting women. They are proud of other women's accomplishments and see them not as threats but as models.

In fact they desire continued meetings, even after graduation, to serve as employment information centers and occasions for further sharing of experiences and support. The college learning experience definitely provided the opportunity for learning and experience.

APPENDIX E

REPORT ON A VISIT TO
BARAT AND ITS CONTINUING EDUCATION PROGRAM

by

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Richard B. Heydinger John A. Seeley Margaret A. Talburtt

December 9, 1974

Dr. Ted Marchese
Barat College
Lake Forest, Illinois 60045

Dear Ted:

The original goal of my evaluation of Barat's "Continuing Education" program was the impressionistic assessment of the impact of "non-traditional" students on a "traditional" liberal arts college and student body.* My guiding philosophy was formative in nature--I sought information which would be useful to Barat's decision making needs rather than summative judgments about the "Continuing Ed" program. All of the information presented in this paper should be complimented by the other evaluative research done at Barat and by the audio-tape of the verbal presentation of this report.

My methodology involved a brief questionnaire, answered by a total of 35 people in personal interviews. From Barat, nine administrators, eleven faculty, nine traditional", 18-22 year old students and six "continuing ed" students were interviewed. Research caveats include the high selectivity and small size of the sample, the duration of my visit, and the formative nature of my analysis. Despite these qualifiers, I feel the information, perceptions, and paradoxes presented in this report realistically describe the nature and implications of Barat's program.

Information

The first point to be made underscores the positive support for the "Continuing Education" program. Overwhelmingly, all respondants felt that the program should be a part of Barat's mission. Certainly, there are weaknesses but there is much praise for the program's staff and students. Not only is the program functioning, but it is generally functioning well in the eyes of most people.

Specifically, the following items were repeated as the program's greatest strengths. The very presence of the "continuing ed" student is the program's greatest success, as the classroom contributions, experienced world views and emotional maturity of the non-traditional students are highly valued by faculty, students, and administrators. In a strict programmatic sense, the preliminary counseling and re-entry processing of the "continuing ed" student is listed as the greatest strength of the "Continuing Ed" Office. It seems hard for most interviewees to distinguish between these two dimensions of the

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*These terms are descriptive and barely satisfactory. New words are greatly desired, but not debated here.

program when in fact, the distinction is significant. It would appear that many people at Barat do not separate the program's outcome (interesting students) from whatever processes it takes to arrive at that outcome. Consequently, the Office of Continuing Education may not be receiving the recognition it deserves nor receiving the feedback it needs to improve its services. Greater public awareness of why the office exists, what it really does, and how it operates might enhance the strengths which already prevail.

All interviewees were also asked what the major weaknesses of the program are from their perspectives. The responses seem to fall into three categories: 1) too much duplication of college procedures, as in admissions work, counseling, and recruitment; 2) too little long range program planning and subsequent leadership in goal achievement; and 3) insufficient faculty management of cross-generation learning styles and differences in the classroom. These weaknesses represent a critique of the program as it has existed, but do not challenge either the goals of the "Continuing Education" program nor its future at Barat.

Given the strengths and weaknesses of the program as it is, what are the challenges the program faces in the future? The prime focus involves the integration of the "Continuing Education" program into the Barat community-both in an organizational and student sense. People are thinking about how the experiment will overcome its current weaknesses and decide on its future direction. A second type of challenge involves careful assessment of the future: Can "Continuing Education" grads get jobs? Given the economy, will non-traditional students choose to enroll in a college for personal enrichment? Does a non-traditional student have unique academic interests not realized in a traditional curriculum? These questions demand careful attention and further study. Whether by survey, statistical model, or P.E.R.T.-ing, choosing a future is necessary. A final category of challenges centers on the quality of general program planning and leadership. People feel that conscious planning goals and decisive leadership are crucial to the continued success of the program. The past years have been good learning experiences. The challenge of the future is the use of this accumulated awareness for a more integrated and planned program.

To facilitate the planning effort, I thought it appropriate to solicit possible criteria for success and cost-effectiveness. In terms of success, numbers and attitudes were crucial. The former criteria might be: how many "continuing ed" students enroll; how many graduate; and how many "traditional" students enroll or leave because of the cross-generational enrollment? On the other hand, attitudes such as student satisfaction with her education, teacher satisfaction with a cross-generation student body, or increased student ability to cope with life's extremes have been suggested as criteria for measuring Barat's success in educating women of all ages. Could the program cost more than it's worth? Indicators of this might be studies of dollar cost per credit hour; per recruitment dollar; per "degree" of cross-generation conflict or per share of Barat facilities utilized. The issue of criteria for either success or costliness is important as future courses of action are decided. At some point, choices about growth, clientele, or curriculum will have to be made vis-a-vis the "Continuing Ed" program. The more articulate and clear the criteria, even if it's a "happiness quotient", the better the choice.

Perceptions

The cross-cultural approach helped me to understand Barat's reaction to "continuing ed." Simply, it stresses that different cultures have different values, goals and life styles. These differences should be recognized and acted on. In a "systems approach", it says that new inputs have to breed new processes and new outcomes. With reference to Barat, the implication is that a new group of women have been asked into Barat and with them come new values, goals, and life styles, traditionally not a part of the Barat community and organization. Barat's processes and outputs should change if the new group is to be accomodated. Historical parallels may be found in the College's response to black students. In any case, whether the "new" culture is defined by age, residence, or vocational commitment, it is important that Barat accurately discover, define, and plan for the change.

My second type of perception explores the "traditional" students' reaction to the "continuing ed" students. My feeling is that the former does not see the latter as a role model; that she perceives and resents the latter living by different rules at Barat; that she perceives the latter as making non-academic and domineering classroom contributions; and that the "traditional" student comes to Barat with "traditional" (not cross-generation) expectations about the collegiate experience and has more of her self-esteem tied to that experience than a "continuing ed" student. The implications are many, should this perception be thoroughly researched and found correct. It affects admissions and recruiting, pedagogy, college rules and the due process afforded all students, and curriculum.*

Finally, I perceive a huge need for fact versus fantasy demythofication. Many of the apparent tensions between "traditional" and "non-traditional" students are based on fantasy. Fantasy about why "continuing ed" students want Barat; how they are admitted; why the College wants them; what they do when they are off campus; what changes at Barat are attributed to their presence; and who is responsible for restraining their non-academic, classroom comments. The result of these myths are: 1) a low tolerance and resentment of "continuing ed" problems and 2) a high need to scapegoat general problems to the "continuing ed" student. I feel that simple documents, profiles, or discussions, turning these fantasies into fact, would probably dispel the myths easily.

Paradoxes

In summary, I compliment Barat on its program and on its willingness to evaluate. Barat is a progressive, caring, open institution and the "Continuing Ed" program reflects this positive atmosphere. I do see four paradoxes which demand consideration:

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*These points are discussed in greater detail in the companion tape.

1. Barat is small, personal, flexible and anti-structure. These same qualities can lead to poor planning, inconsistent policies, and futures accepted rather than chosen.

2. The "continuing ed" student makes classes more interesting, relevant, and enriching due to her variety of life experiences. She also can make classes boring and petty if life experiences become non-academic and irrelevant.

3. Barat caters to the individual (old or young) which fosters individual self-actualization. Taken to an extreme, this can create a dependency which denies the autonomy also necessary for self-actualization.

4. Barat strives to honestly be a college for women, deciphering and meeting the needs of women students. On the other hand, there appears to be little attention focused on how the students are alike or different as women; what does it mean to be a modern woman, whether 20, 30, or 50 years old?

There are no right or wrong answers to the above paradoxes. But it is important to recognize that Barat's greatest strengths can also be problematic. Therefore, conscious decision-making and careful choice are paramount to the maintenance of the positive aspects of Barat's character.

APPENDIX F

COLLECTED FACULTY-STAFF COMMENTS, BY DEPARTMENT AND OFFICE, ON IMPACT OF CONTINUING EDUCATION ON BARAT

Gathered by
Theodore J. Marchese
Director of Institutional Research
Barat College
Lake Forest, Illinois

INTRODUCTION

In November, 1974, each department and office in the college was requested to describe briefly the impact of continuing education on their organizational unit. (The letter of request is attached at the end of the responses which follow). People were asked to be reflective but brief, listing main impressions only. Almost all departments and offices responded. What follows are their responses, edited slightly for context only.

T. J. Marchese
1/15/75

Chemistry:

Several (4-5) C. E. students in the department; have fitted into the class without any noticeable effect. In one course where there are only 4 students, only one traditional-age, this latter student felt "lonely" and had no one to study with in the evening or to talk things over with. This must be so for many CE students who work very much alone and miss certain aspects of sharing and talking.

--No more outside class help required than for any other student.

--Since most science students are very serious about their work and come to all classes anyway and usually have their work done, they behave just like CE students I hear about in other classes.

--They are less afraid to ask questions than freshmen or sophomores.

Biology:

1. The few that have taken biology courses have been most enjoyable. (Only one a complete failure). They add to general discussions, give more depth to answers, and will do outside reading suggestions. Usually good attendance.

2. We added a special topics seminar, on plants of importance to man, this semester in the evening.

3. By and large, most CE women don't go into Biology for some unknown "fear," but we gained two majors from the Continuing Education group. When they declare, they follow the same sequence as the "regular" students do.

4. Must make adaptations for family emergencies.

5. They are concerned with what they can do with the biology courses when they finish their degree.

6. A few day students in microbiology were upset because the 2 continuing ed. students made them study harder. It became truly a college-level course as far as I was concerned.

Music:

The introduction of Continuing Education women into Music Department classes has had little impact. The students seem to be comparable to traditional students in their ability and the effort spent on their studies. I have not found that the Continuing Education students monopolize class discussions any more than other students. In fact, the only real difference I have noticed between the two groups is the different in ages.

ART:

The program has had a tremendous impact. The number of majors has risen from around 50 to over 80 because of the program; 8 of 17 graduating seniors this year are returning women. As a group, these women are mature, able, often experienced in art, very dedicated to their work. Often they motivate younger students, to work harder, maybe try new things in the studio. There have been tensions, especially as younger students feel more pressured to perform, think older women have more time, etc. But the significant thing is how the students themselves have worked out these proglems about themselves--cooperation is forced, almost, when it comes to things like scheduling kiln firings or the hanging of exhibits. Many of the older students have had prior experience in art, came for that reason, are culturally sophisticated, bring new approaches into the department. A problem with some of them is that they have a hard time receiving criticism; important for growth in their work, and a definite faculty obligation, but often a cause of friction, misunderstanding, tension.

Humanities:

As you probably know, I am a firm believer in continuing education and think its plus values far outweigh its negative characteristics, though I certainly recognize the latter. To answer some of your questions:

I have certainly spent much more time in my office since the advent of continuing education people, but I have also added a lot of delightful events to my not terribly overcrowded social life! The older students have been a challenge, have given me a lot of feedback and ideas for courses, have, in many cases, by their concerted demands, caused me to offer a course at a certain time. They do a more thorough job of reading the assignments than do most of the traditional age students (with some exceptions on both sides, of course). They are almost all good at discussion and enthusiastic. I find them a very great help, though I am aware that they intimidate some (not all) younger students. Sometimes, it is the other way round. I find myself trying to schedule classes at hours convenient for housewives, and cooks, but that seems not to have done any harm, other than to drag younger students out of bed a little earlier.

Perhaps I should add a personal note. Some of the continuing education students have become close friends. I share many aspects of their lives and they are free to be more frank with me than the younger students are. Consequently, they are much more inclined to give me a needed bit of advice or warning. I feel very much at ease with them. They are now asking for a book club so that they can stay in touch with Barat after they leave. I miss each one sorely after she leaves. They often come back to visit. I could go on interminably, but doubt that I'd add much more that is new. If you have any questions, I'd be glad to answer them.

I feel that there are many possible ramifications of continuing education which might make the future Barat much more of an educational center than merely a traditional college for womdn. I can see it as a center for adult education, with many evening clasees, workshops, a counseling center, a travel bureau, arranged educational tours, and endless varieties of works going on to serve the whole North Shore Community. I believe the continuing education program was a great breakthrough the final result of which is still a mystery.

English:

The impact of Continuing Education students on the English Department must realistically be described as desirable and positive. The department has generally attracted students of high calibre and promise who have functioned well in our curriculum. In fact, many of them intend to continue their education in various graduate programs. Furthermore, we employ as a tutor in our English Department a Continuing Education student who completed her degree last year. She and the tutoring program have been extremely successful.

We can foresee some changes in our present course offerings as a result of the needs of our Continuing Education students. Those actively involved in secondary education have requested at least a minimal course in Methods of Teaching Secondary English. This example of career orientation will, I feel, extend to other areas and have some impact on our present curriculum.

The crucial element lacking in the present situation of the Continuing Education program here at Barat is attitudinal integration. In the eyes of the traditional student the Continuing Education students either "do not belong" or they are lowering the intellectual level of certain departments, (e.g. converting psychology courses into question and answer sessions concerning their own problem children or imposing their American Express tour guide information into every humanities course.) These observations would seem to indicate at least a need to adjust perspective on the part of some faculty members who seemingly tailor their courses to the interest of the more vocal Continuing Education student.

A much more positive approach to the roles of the Continuing Education student could be fostered by renewed emphasis on the necessity of women of every age to develop intellectually and work together for basic human rights. Therefore, I propose the same counselling services, admission office, and registration for both groups because to even think in terms of traditional students and Continuing Education student is divisive.

Economics/business:

My impression of Continuing Education students in my classes has been nothing but positive. They have been a leavening insofar as they are usually well-motivated, prepared for class, questioning, etc. We offer several courses in the late afternoon and early evening, but mostly as that scheduling is a convenience to the instructor. I have had no requests for time changes from the C. E. students. I think Economics is a discipline that benefits from having experienced (in the ways of the consuming world, at heart) students.

Education:

1. We have a broadened experiential background or depth to our courses, in which students are teaching students, since many of the C.E. students have children of their own and have had teaching experience. This gives a very welcome dimension to our intro course, Education 200.

2. We have to deal with "dominators" and the resultant resentment and shyness on the part of T.Age students; therefore, advisement hours are up.

3. There's a seriousness of purpose among C.E. students which is contagious and a welcome addition.

4. They often require longer advisement sessions to evaluate transcripts, plan programs, and often need to hear some information 2 or 3 times (thoroughness and maybe nervousness is cause?)

5. We have tried to accommodate by offering more late P.M. and evening courses.

History:

My reactions are quite positive:

---They add a dimension of insight, experience, and mature interest to my classes;
---They are serious students on the whole;
---In my classes they do not seem to threaten the traditional students, but rather draw more out of them.

A few problems: family illness sometimes cuases them to miss classes or exams. Sometimes they can't schedule a class which would be helpful as their time isn't available.

Psychology:

The impact of the large enrollment of continuing education students has had several specific effects on the psychology department:

1. Overall classroom atmosphere has become noticeably improved with greater involvement and participation. Students seem to complete assignments promptly and more thoroughly than in previous years, and this is reflected in more adequate preparation for discussion and active response to lecture presentations.

2. Need for counseling has increased tremendously. This is most evidently true in relation to academic counseling, but many continuing education students could profit as well from counseling along more personal lines. Often, they seel both from me and from -------. These students face very strong conflicting pressures in that they seek personal develoopment, but simultaneously have work and family responsibilities to fulfill. In some cases they have the support of others in their academic endeavors, but in others, they must work against family opposition. In such cases, they do need assistance. In relation to strictly academic counseling, these students do not have as much awareness of options and alternatives as traditional age students. Also, planning must be done more carefully, since they usually have a limited number of hours to degree completion. Finally, they often are not clear on the specific requirements of given programs (eg., nurse endorsement, general scientific studies). Typically, they come in asking about these programs as well as about psychology as a potential major. Altogether, time spent in advisement and counseling has increased very much.

3. In an attempt to offer enrolled students opportunities to take courses as times possible for them, we have begun offering courses throughout the day and early evening. This has meant typical work days extending from 9:00 A.M. through 8:00 or 9:00 P.M. for me on Mondays and Wednesdays and increased office hours for ---- as well. We are really understaffed to attempt to meet the needs of students desiring daytime as well as evening offerings. However, it has been my feeling that the college as a whole has not attempted to provide offerings at a variety of times convenient for these students after accepting them into the college. In this sense, I feel the college has failed to live up to implicit commitments it has made. As a result, in psychology we have made a more explicit attempt to meet the scheduling needs of CE students; we are trying to live up to obligations the college has undertaken in accepting these students.

4. It has been commented that tensions exist between traditional age students and CE students. I believe this is true, but again, because we have not really been aware that we have undertaken new responsibilities in enrolling large numbers of CE students. In other words, we have undertaken to provide new services (in terms of scheduling and course offerings, counseling, etc.) but have often done so at the expense of traditional age students. This is true in our department, and in the college as a whole. It should come as no surprise that this engenders some resentment. However, this is not an insurmountable problem. It simply means that we should undertake commitments with greater awareness, rather than backing into programs and services unthinkingly.

5. In summary, I believe the CE program has had a good effect on our department and on the college as a whole. I would like to see us maintain our commitment to this program and, in fact, to braden it. However, I also feel that some rational, coherent, long-range planning is needed in order for us to be successful in meeting the needs of traditional age and CE students with limited resources. Thus far, the CE program seems to have "just grown" without clear goals and objectives and without specific plans for further development. I don't believe we can continue this way.

Political Science:

I have found the CE students to be bright, lively, motivated, concerned, and a tremendous addition to my classes. Also, I have seen excellent classroom interaction between the CE and regular students.

Sociology:

Since I was not here at Barat College before the Continuing Education program was set up, I cannot do a "before and after" comparison. However, I can tell you my reactions to the Continuing Education students, and I can compare them with the students of traditional age.

They are some of the most stimulating and highly-motivated people I have ever had the pleasure to teach. Some of them combine great sophistication in worldly affairs with a touching naivete about academic matters. Procedures which the younger students take for granted (such as consulting a course syllabus for the "rules of the game" or citing authors, titles, and page references in footnotes) are sometimes bewildering when encountered for the first time by a Continuing Education student. Their presence in a classroom usually has a good effect upon the traditional-aged students, although I have heard other teachers say that the Continuing Ed. students tend to monopolize the discussions. I have also heard others say that the younger students feel the older ones have an unfair advantage, since they are only part-time students and so can put much more effort into any one course. I have not heard these complaints from my own younger students, so I can't evaluate their soundness. In one course in particular, " Sociology of Women," there is always a lively interchange between students of all ages, and they all seem to enjoy each other's contributions.

Registrar:

The work load of the Registrar's office has increased tremendously with the addition of the continuing education program. Actual records to be processed per year has increased about 600. Previously, we handled about 750 per year, now it is well over 1350. Whether a student is part-time or full-time the amount of work is the same. Additional time is now devoted to evaluation of transcripts and transfer records of continuing education students. In order to handle the extra load for continuing education students, we have extended office hours so that the office is covered now from 8:30 a.m. until 5:30 p.m. and later. We are also open through the lunch hour. We have had to add extra hours at night for registration. An additional demand on my time is that I must now attend two separate admissions meetings each week. The Registrar's Office has the additional load of giving CLEP examinations plus related administrative duties; these have grown greatly with the CE influx. Additional research work is required due to the addition of continuing education because many government and other reports have to be broken down in a different way. The Registrar's Office has experienced about a 200% increase in time answering the telephone as compared with the years prior to continuing education. Most of these calls are from continuing education asking questions concerning admission, CLEP, and transfer-of-credit policy. Because of the varieyt of educational backgrounds which the continuing education people have brought to the campus, the Registrar's work load has increased tremendously. Much of this increased work-load stems from questions of policy interpretation, which only the Registrar can perform, due to the professional competency required. (The Registrar's Office has only one professional worker competent to handle the work).

Advisement Coordinator:

Paradoxically, even though C.E. students may need or want more advisement, often you wind up spending less time with them--they aren't available the way a resident student is, or may be on a tight schedule when they're on campus--frustrating for you and them. Evaluating prior work, CLEP, experience, discussing future plans, looking for classes within restricted time periods, etc., makes for much complexity in advisement. Not sane as fir 18-year old. One result: a lot more of the information that was "on the grapevine" has to be written down so as to be available to the part time student. Some are on such tight, ordered course sequences (as nurses) that they must get into a certain course in a certain semester; this argues for a priority for them in registration (the course otherwise may close before they register), but this is resisted by the other students. Another outcome: we've had to hire a part-time person to assist me, dean, registrar keep track of greatly increased numbers of people, who their advisor is, etc. Also added four part-time people to assist with initial advisement of CE entrants, stay with them a term or two until they find their way into a major program and department can take over.

Counseling:

1. Greater volume of testing; increase of about 30 a year. If we can handle them throughout the academic year we're o.k., but the spring press has been difficult.

2. With individual counseling, the load of CE has never been more than 3-5 at any one time.

3. We now have the commuter assistants in seminar with the Resident Assistants; still in the process of evaluating.

4. There are numerous additional services that counseling and student affairs in general might provide - that seem somehow suspended between the two offices of CE and SAS.

Career Planning:

I do have a number of continuing education women who work with me on career planning. I am working with these students individually, in small groups with only other continuing education students, and in small groups with a mixture of continuing education students and traditional age students. I hope that there will be a mixture of ages in the career planning course which I am offering second semester. I see no negative factors, through my office, of having continuing education students at Barat College. There are several positive factors among which are the value of a variety of experiences and of ages in working with a group in career planning. The positive contributions that each can make enriches the total group. I do find that continuing education students have somewhat different needs than the traditional age student;s however, I see no problem in my being able to handle these at the same time that I handle the needs of the traditional age students.

Graduate Study Placement:

In response to your memo of 12 November regarding the impact of continuing education women on my office, i.e., Graduate Placement, I must say that it has not been significant to date. Given the fact that our continuing education program is new and degree candidates need take a minimum of 30 hours on campus, not too many of the women are envisaging graduate education soon. Consequently, numberwise, a mere 5 or 6 women have spoken to me in the past year at any great length about graduate study. Several others have asked casual, preliminary questions. Some have used the facilities of my office for their children, friends, etc. Others have remarked that they are happy Barat provides such facilities should they need them in the future. In fine, the women seem to be aware of the office, are gratified and a bit surprised that the college offers the service, drop in infrequently for related information on GREs, MATs, LSATs, ATGSBs, feel free to phone or stop by if they have any questions. I envisage that the office will be increasingly used by them as they continue pursuing their academic and career objectives.

Library:

The impact of the continuing education students is apparent in a number of ways:

I. Circulation
  A. Borrowing
    1. These students borrow a significant number of library materials in the regular circulating collection

2. These students make use of Interlibrary Loan and their presence on the campus is helping to account for an increase in Interlibrary Loan requests for books. They have not taken advantage of periodical request services.
3. The continuing education students frequently borrow reserve materials. A negative aspect has been their expectation that the Library should make special arrangements (i.e., longer loan periods) for them. This subverts the theory of placing books on reserve so that a maximum number of people may use them.
4. Sending overdue notices to some of these students is difficult and expensive because theydo not have mailboxes on campus.

II. Study Facilities

1. The continuing education students tend to study in the Library while on campus. They also make use of the Library at night and on weekends.

III. Other Services

1. Continuing education students account for a significant amount of our revenues from the copying machines. Exact figures are unavailable.
2. A special tour to familiarize continuing education students with the library was held in the fall. Eleven of these students attended.

Chaplain:

I've thought about your question re the "non-traditional" students and I don't think I can come up with much more than what youve heard a thousand times. I'm very glad to have them at all the levels of college life where I'm involved - classroom, liturgies, and other BCC projects. They bring a dimension of experience which is extremely important in areas relating to life questions. And they give the "traditional" students important models. I'm very positive about their being here.

Health Center:

Having Continuing Education tudents at Barat College has not affected the student Health Service appreciably. We have noticed an increase in the use of the health service by more day students than in previous years, however, the fact that we have tried to make the availability of our services known to them may account for this. Several of those we have assisted have been Continuing Education students. The problems they present with are similar to the usual student ones, however, their mature attitude aids measurably in their treatment. We have enjoyed our contact with them and hope the knowledge that the Health Service is for their use also, will make the Continuing Education students feel more a part of the total student body.

Student Activities:

Impact has not been great on our programs (oriented toward younger students), though we now see new theories needed, stated here in terms of needs we've identified:

a) for non-time-bolnd programs
b) for a physical activity course
c) for a central, informal area to study, relax (partially met by the Cube)
d) for a more functional, communicative student governing board.

Public Relations:

The impact on the Public Relations office consists of preparing additional press releases on the CE ;rogram and distributing them to the press. It has also consisted of contacting the newspapers directly for feature stories on the program, researching the story, shooting photos, interviewing the CE students to be featured in the article, and working with the reporter to complete the story. In addition, I have set up radio interviews for the director of the CE program. The CE program is handled by the Public Relations Department as one of the many individual departments of the college requiring publicity.

Alumnae Office:

1. Since more students are becoming alumnae, there is obviously more time needed for the records--the initial record; and the follow-up records when these alumnae move. However, this is not a problem, but a satisfaction.

2. Our problem concerns the initial record, coming from the CE office. Every alumna must have at least one date connected with her record at Barat. If she is a graduate of Barat, the record is like this:

'74 Smith, Mary

If she did not graduate:

x'74 Smith, Mary (71-73)

Since CE students are uncertain as to the date of graduation, it would seem that their cards should bear the date of their entrance at Barat. I suggest the following as most convenient for our files:

e74 Smith, Mary (CE)(Mrs. John Joseph) (It is very important that the husband's first names be given--the middle initial at least. Names are listed in phone books according to husband's names. Since there is much duplication of names, it is better to have the full second name as well as the first name in our files. Phone books are invaluable in tracing "lost" alumnae, as well as in making phone calls)

We would like to incorporate CE Alumnae (and women become alumnae after 1 year or even after 1 semester) in the regular alumnae files, and to do so, we must have the above information. Otherwise, I see no possibility except that of keeping a separate file for CE students.

November 12, 1974

Memo to heads of departments, programs, and administrative offices

From: Ted Marchese (Institutional Research)

Re: Reporting Impacts of Continuing Education Grant and Program

A key obligation from our $49,572 HEW grant for the continuing education program is the requirement that we report back to the government and higher education community on the impacts this program had on Barat. In essence, the interest is in what happens to a college historically designed and operated for an 18-22 year old, full-time, and largely resident population when it rather suddenly also begins to serve, within the same organizational structure, a large population of older, part-time, non-resident students. In the jargon, what impact do "non-traditional" students have on a "traditional" college?

In the past year and a half, we have collected information through questionnaires, taped interviews, journalistic accounts, college records, and formally kept logs; on December 3-5, an outside evaluator--Ms. Peg Talburtt of Ann Arbor--will be on campus to provide further reflection. The final, crucial piece of information we need is from you: what exactly has been the impact of all this on your department, program, or office? Longer hours? Something different in class? A regulations change? New satisfactions or problems? Services or attitudes changes? No impact at all? Or what?

What I'm asking for is a written response to the question as posed, about your immediate area only, by Monday, December 9. Nothing long, discursive, or footnoted is called for; a page or so of handwritten notes will do fine in most cases. Nor need every conceivable impact be detailed. Three or four impacts, reflectively presented, perhaps the result of discussion among persons in the department or office, best meet the need. Some impacts, since we understand what they mean, might simply be enumerated ("now offer two classes in the evening"). Some changes, too, you might want to react to in positive or negative terms.

Thank you in advance for your attention to this request and do call on me if I can be of help to you in preparing your response.

APPENDIX G

REPORT OF THE PROJECT DIRECTOR

by
Sr. Marguerite Cleary
Barat College
Lake Forest, Illinois

BARAT COLLEGE
LAKE FOREST
ILLINOIS
60045

OFFICE OF
CONTINUING EDUCATION

Report of Project Director

March,1975

The Office of Continuing Education, Barat College, Lake Forest, Illinois is the subject of this report.

The presence of non-college-age women on the Barat College campus has not been an innovation. For years, small numbers of women, mostly from the Village of Lake Forest and the neighboring towns have attended Barat. Some came on a part-time basis, others attended classes full time to earn degrees. None of them resided in the dorms. The resident students usually accepted the presence of older students without much comment.

A new consciousness of group identity developed among the 25-30 married women attending college classes in the spring of 1972, during the course of an All-College Conference. They decided to search for ways to contribute more to Barat and to benefit more from their college experience, and prepared a moderate proposal for lounge and coffee facilities. The Administration became aware of the potential for Barat in the enrollment of more non-college-age women. Increased enrollment would improve the financial situation of the small College, then barely 500 students. It might well improve the morale as well as further challenge the potential of the teaching faculty. It would extend the services of the College more effectively to the surrounding communities.

To survey the potential for enrollment of community women, the competent, dynamic, and resourceful Anna May Smith was hired in

November,1972, to pilot a five-month recruiting program. The plan was to recruit women who wanted to return to college for educational,professional, intellectual, or cultural reasons, to make the faculty aware of this new type of student, and to awaken the surrounding communities to the educational resources of Barat College. During those months many women responded to the opportunity to investigate Barat's offerings, mostly School Nurses seeking Illinois State Endorsement. Four busy faculty members were identified who agreed to stretch their time to give the Academic counseling uniquely needed by this group of women. Anna May labored without office space or outside telephone, making the Development Office the center of her activity and the source of her budget needs. She routed the applications through the Admissions Office, wrote memos by the dozens to communicate the needs of the women, and in January 1973 launched 77 new students on their college careers.

Mrs. Smith identified several needs of the new students: for recruiters, for admissions personnel, as well as for persons involved with the program who seriously believe in Continuing Education; for more flexible and convenient hours in the operation of the book store, treasurer's office, switchboard; for orientation; registration, school services, food service oriented to the situation of the new student; for earlier preparation of course schedules to facilitate academic advising; for a welcome to the academic and social life of the campus.

The Admissions Office sustained the onslaught, but because of the demands made on its personnel waited impatiently for July 1973 to transfer the admission procedures of Continuing Education students to the newly created Office of Continuing Education. The Business Office barely managed to secure names and addresses for billing. The academic advisors worked valiantly to keep up with the counseling. Resident students began to complain that they found themselves out-numbered in the evening classes by older students, out to surpass their own earlier academic performance and steadily driving up the achievement levels of the courses they attended. The Development Office survived the whirlwind of activity created by Anna May Smith's efforts to solve the problems of the new situation. She helped to plan a summer session, the first in many years at Barat. Mrs. Smith drew up a budget proposal for the coming year 1973-1974, assembled everything she had done into folders and left Barat on April 1,1973. She had done a fantastically good recruiting job.

Sister Constance Cempbell, Executive Vice-President of Barat College, agreed to be the interim Director until July when the new Director was expected. Having a genius for organization and a tremendous capacity for work, Sr. Campbell labored to complete the admissions records of the women enrolled in summer classes. More new applicants seeking interviews phoned daily. She asked the September applicants to wait until after July 1.

In April,1973, Dr. Theodore Marchese, Director of Research at Barat College wrote the proposal to the Fund for the Improvement of

Postsecondary Education spelling out Barat's situation and what had already been accomplished. He requested funds for the establishment of an Office of Continuing Education. The proposal asked for a Director, an Advisor-Counselor, and a full-time Secretary. It met with the approval of FIPSE, though the request for a three-year grant of $98,755 was halved to a grant of $49,572 for 1½ years. The Grant became effective July 1,1973.

To create the Office of Continuing Education at Barat, President Margaret Burke appointed Sr. Marguerite Cleary who was completing her Master'sdegree in Counseling at Boston College and doing an internship at Wellesley College in the Office of Continuing Studies. In Sister Cleary's education and experience were a B.A. in Chemistry from Barat, a Master's in History from Lone Mountain College, San Francisco, a great many graduate hours of study in Education, 20 years of teaching college, high school, and elementary school students,/including a 2½ year stint in Uganda, East Africa, as a teacher in a Senior Secondary School, two years of high school administration, and two years (1970-1972) with the Barat College faculty of the Education Department as supervisor of secondary school teachers. Of all the strengths she brought to the assignment as Director of Continuing Education, the most valuable were those that gave her knowledge of the philosophy and inner workings of Barat, acquaintance with the faculty, and increased knowledge and understanding of the counseling process.

Marguerite Cleary the writer of this report had one day of orientation with Sr. Campbell who left for her vacation. Then she settled down to assess her situation. She made a list of the objectives she needed to accomplish, most of them by September 1. They included the following :

1. Learn how the Office of Continuing Education fits into the total Barat scene, those to whom the Director is responsible in the various functions of the office. Clarify what responsibilities are considered those of the CE office.

2. Develop a plan of action for coordinating the efforts of all personnel working for the CE students.

3. Hire an Advisor-Counselor and a full-time Secretary.

4. Prepare a list of all CE students as well as a card file with the essential information about each. Decide whether to include those who came to Barat before January 1973 for complete records.

5. Devise some office procedures for record-keeping, logging interviews and phone calls, inquiry card file, confirmation of registration, student folders, responses to requests for information.

6. Schedule interviews with waiting applicants, especially those who have had no recent educational or professional experience.

7. Make some contact with the women in the Summer School in session. (Most of them new students.)

8. Study the new Academic Bulletin for personal academic orientation.

9. Study the Grant Proposal.
   The original proposal was for 3 years and $98.755.Instead FIPSE granted Barat $49,572 for 1½ years. Best to strive for the Short-Term Objectives:
   a) Create an Office of Continuing Education

   b) Enroll 80 new entrants

   c) Mount a program of community information and contacts

   d) Rethink educational offerings and procedures.
   (The Academic Dean will take this responsibility)

   e) Conduct a planned series of experimental endeavors.

   f) Evaluate these efforts.
   (Dr. Marchese will take responsibility for the evaluation.)

10. Create a committee to act as board for the Local Program Fund.

11. Learn the Barat procedures for keeping accounts. Start an expenditure record for the office.

12. Plan the advertising and promotion work.

13. Devise ways of learning the postsecondary educational needs of the surrounding communities.

14. Learn what efforts are being made by existing institutions, organizations, and governmental units in Lake-Cook counties so as to learn how Barat can complement these.

15. Do the research necessary to have Barat as a Continuing Education opportunity listed in various Directories.

16. Prepare a mailing to the students giving them the basic information needed before and about registration. (Admissions Office does these mailings for other students but insists OCE take it on for CE's.)

17. Plan an Orientation for the incoming students (September)

18. Investigate the baby-sitting facilities available at the College.

19. Locate students in the program who are nearing 120 hours of credit, but who have never declared themselves degree candidates. See that they are aware of the requirements for a degree.

20. Make sure the hours of switchboard, bookstore, treasurer's office meet the needs of incoming CE students.

Instead of a quiet period of personal orientation and planning, there came an avalanche of phone calls from women requesting information, counsel, reassurance, encouragement, all necessary to women making the decision to return to college. A succession of part-time, agency-supplied secretaries both solved and compounded the organizational difficulties of that hectic July before a really excellent secretary was located.

Report of Project Director

On July 10 Barat received official word that the College was a recipient of the FIPSE grant and Sr. Cleary found herself director of the federally funded project, with all the potential opportunity as well as the responsibility that entailed. With the help of Sr. Burke and Dr. Marchese, a fine Advisor-Counselor was found in the person of Mrs. Jean Smidt. Intelligent, well-organized, a capable worker, herself a Continuing Education graduate of Barat with a degree in psychology, Jean possessed a wealth of personal knowledge about the women students in the College and the ability to be a warm, friendly, personal counselor. She became a vital part of the OCE staff beginning work at the end of August. In the first two months Marguerite Cleary worked alone in the office. Few faculty were on campus to assist with advising. Admissions could not spare any personnel to help.

Publicity about the Federal FIPSE grant broke in the press and the phone calls increased in daily volume. Some decision had to be made. The list of objectives lay on Marguerite's desk. Response to the applying women came first. There would be no program without students to people it. The office had to be organized. The 80 new entrants were knocking at Barat's door.

It was essential to devise a system of record keeping. Student record cards were designed, the inquiry file up-dated, phone calls and drop-in contacts logged, applications acknowledged, mail inquiries answered, letters of acceptance written. The Admissions Office was exerting greater and greater pressure on OCE to take responsibility for the total admission process for CE students, and the decision to do so was made in October 1973, over-ruling the objections of the Director of Continuing Education.

Processing the applications necessitated the additional work of record cards for Admissions and Business Office, maiden-name cross reference cards, computer cards, business office forms for checks, preparation of copies of the student's folder for the Dean of Students, for Academic Advisors and the Admissions Committee, and the endless typing, xeroxing and filing involved. Fortunately, the OCE secretary, Kathleen Igelsrud, cannot stand not being busy so she and the job have been a tailor-made fit. Unfortunately, the Admissions work consumed over 75% of her secretarial time. All the staff have worked hours of overtime, especially during the months of July, August, and January when the greatest number of applicants have been interviewed, processed and admitted.

To make a dent in one of her objectives, Marguerite took a few hours now and then in July and August to visit other colleges in the Chicago and Lake County area, to give talks to women's groups, and to do a radio interview. It was found that during the screening interviews it was often necessary to refer women to other places to pursue their educational goals. Knowledge of programs available in the area made it possible to render an important referral service.

A screening process was developed. It is important to know three basics about each woman who applies:

a) Why she wants to return to college.

b) Whether Barat can give her the program that she needs to accomplish her goals.

c) Whether her husband and family support her in her decision.

The answers to these questions gave tremendous insight into the motivation of the woman and were a springboard for doing the academic and personal counseling initially needed for final decision about whether Barat is the college for the applicant. One result of this screening: Barat has enrolled a group of older students who are tremendously successful academically and who are able to coordinate their home and family responsibilities with their academic pursuits.

The policy of rolling Admissions has been adopted. Each woman provides:

-transcripts of her earlier studies

-three letters of recommendation from persons who know her academically or professionally (or personally) who can state that she is a good college risk.

-some information about her career experience

The application asks her to identify her objectives in attending Barat. It gives her an opportunity to specify her needs for CLEP and for the vocational testing and counseling services available.

The Barat College Registrar is responsible for transcript evaluation. Credits are accepted from any accredited institution. For their RN studies, nurses are awarded 60 hours of college credit. Late applicants are often allowed to register for classes immediately and have already been in classes half a semester before their official acceptance as degree candidates, not because this is college policy but because of the volume of late applicants and the time needed to complete folders before the Admissions Committee can act. The situation is not ideal, but that's how it is.

Rarely is a woman refused admission by the committee. Most refusals are handled in the initial advising session with OCE personnel, Marguerite or Jean. The combination of college and family is often difficult for women moving between the roles of housewife and student. They seem to be easier for professionally employed women. They are almost impossible for women experiencing deep emotional stress. Students who seem during interview to lack the necessary motivation, intellectual ability (there are very few of these), or psychological stamina needed for return to college are counseled to put off return to college until their personal problems are less pressing, until they will be better able to handle the added pressures of adjustment.

A special Admissions Committee was authorized by the College Senate (at the request of the Dean and Admissions) to process the applications of CE students. The committee meets weekly during most of the year including the summer months. Even though the committee is Senate-appointed, there are myths and misunderstandings circulating about the admission of CE students. Emotional outbursts about a double standard, different entrance requirements, accusation of too easy admission come from a handful of typical-age students and a few faculty. Calmer statements recognize the integrity of the committee and witness to the excellent academic performance record of the older student.

Marguerite recommended over and over again that there be a single admissions committee but Admissions has resisted. It was finally decided to integrate the admissions and committee procedures [illegible] December 1974 at the two-day CE evaluation.

session attended by representatives from Administration, the Office of Continuing Education, Admissions, and Student Affairs Staff. The Advisor-Counselor of the OCE staff will eventually become part of the Admissions staff and the two admissions committees will merge. At this writing the decision has not been implemented and now it has been postponed until summer. Meanwhile the admissions standards have been clarified and unified to make the merger smooth. Hopefully, the existence of one committee will quiet some of the fear and resentment felt towards CE students.

There has been a fairly high drop-out, drop-back-in rate. OCE staff have followed up on the reasons for the pattern. Illness in the family, travels with husband, pregnancy, financial strains, unforeseen family demands of every kind, are among the usual reasons for withdrawal for a semester. Very few say they drop out because they are dissatisfied with courses or grades. Most return. Several who must be away from the campus for a semester ask to be kept on the mailing list to receive Marguerite Cleary's newsletter as this helps them to maintain the feeling of being a part of the College. Some who have sent applications have been putting off the return to college for two semesters for personal reasons, but request that we keep their applications as they honestly plan to resume their college work at Barat soon.

There is high mobility of residence in the North Shore area. When husbands are transferred, moves are inevitable. One woman who had come to within a semester of her degree let her husband and children move to another state while she stayed, took a heavy course load and completed her degree. Another wept because they were moving (to Hawaii !!). When the degree is in sight, most women will not allow family problems to stand in the way of degree completion. One student told her family that the current financial crunch is going to affect them all, but Mother is a student and her studies will still be part of the reduced family budget.

One of Barat's greatest strengths, attractive to students of all ages, has been the educational innovation to abandon a requirement based curriculum and to develop a system of individual program planning with advisement. Each student who applies needs academic advising during the initial phone call and interview. Advising time per candidate usually averages about 3 hours before the student begins her classes. As few faculty members are available during the peak application periods, it has been important for OCE staff to become very knowledgeable about Barat programs and courses. Every student who enrolls, even the Special Student, is assigned by this office to one of the Academic Advisors until she declares a major. After she has declared, her advisement is continued by the personnel of the Department of her area of concentration. Both Marguerite and Jean have taken on a large number of advisees, especially the part-time students who are still feeling their way back into a college program. A pattern has emerged. Women take one or two courses the first semester, increase by one the second semester, and home and professional conditions allowing, then come as full time students.

Report of Project Director

Promotion and recruitment activity have been demanding. The OCE staff has composed the ads; Marguerite has done a radio broadcast each semester and given numerous talks to Nurse organizations, women's clubs, and organizations all over the Chicago area. The Development Office and publicity writer keep Barat College in the newspapers almost weekly. The other colleges in the area are serious competition: impressive continuing education programs are flourishing at Roosevelt University and Mundelein College in Chicago, College of St. Francis of Joliet (offering a program for nurses identical to Barat's in nearby Waukegan), most recently at Lake Forest College a coeducational college three miles away.

The results have been in growth in CE population to 262 students enrolled in courses at the time of the time of the termination of the grant. A total number of 343 women have attended courses at Barat in the year and one-half period since the Office has been funded. 50 of the current students will graduate in May,1975, in a class of 165. Given a college of some 500 students in September 1973 and 770 in December 1975 (the highest student enrollment in Barat's history), this is an impressive growth.

STUDENTS ADMITTED THROUGH OFFICE OF C.E.:September1973 -January1975

Month-Year	New Students	Total Students	Drop-outs	Graduates
September,1973	130	207	43	(5 DecemberGrads)
January,1974	38	217	28	29 May Grads
September,1974	114	262	46	(13 December Grads
January,1975	34	228	69	50 May Grads.

A very important activity, originally suggested by President Burke, has been to keep students informed about College activities by means of a regular newsletter from the Director of Continuing Education. Word about the mailings spread to administrators, faculty, and students who fell into the habit of requesting that this or that piece of information be sent. The mailings have included communications from the Academic Dean, the Dean of Students, the Registrar; letters of welcome; information about course reservations, academic advising, orientation and registration, holidays, I.D. cards, parking permits; schedules for the coming semester, mid-term grades, evening course offerings for p.m. students, summer school, car-pool plan, activities calendar. Departments wanted information sent about courses that were being offered with CE students in mind, opportunities for career counseling, personal counseling, participation in growth groups, interest and achievement testing, financial aid, library tours, theatre and art gallery openings. From students came requests for assistance with communication about lectures, social gatherings, cultural events, Town Meetings, Blood Donation Drive, Health Fair, student sponsored lectures and projects. Much general information has been communicated through the newsletters telling the availability of college services, child care facilities, mini-conferences with faculty advisors, mail boxes, orientation to bulletin boards, weekly calendar publication and other information sources, availability of the Night Guard, changes in parking arrangements, pleas for toys for the Children's Center, invitations to CE social events: coffees, theatre parties, wine and cheese parties, graduation parties.

The College Senate asked that OCE locate students to sit on the College committees composed of both Faculty and student representatives. Students were located for each of the committees. Because they had been personally invited by OCE, it was natural for students to drop in to say they were finding the participation rewarding and challenging.

One of the students, Charlotte Segal, became day student representative to the Student Governing Board, a very active body of the College. She scheduled "coffees" every few weeks to keep the CE students informed of developments and to give them a chance to voice problem areas if discussion was desired. Sometimes a faculty speaker was featured. Varying the hour and the day for which the "coffee" was scheduled varied the opportunities for attendance. Some women came to every "coffee". Others prefer to participate only in the cultural events. Some are simply not interested in college activities. Some are really not able to give more time to college than attendance at class and the accomplishment of assignments. Some students attend class only in the evenings and so are not free to attend the mid-day "coffees". Wine and cheese parties in the late afternoon were popular with the evening group. Mrs. Segal became a part time member of the OCE staff in September 1974. Sue Pinsof her successor on Student Governing Board prefers to use mailings to communicate anything directly relating to CE students. Rather than give up the "coffees" as contact points, the Commuter Assistants have sponsored them this year, inviting faculty lecturers for interest. Attendance patterns remain about the same--up to 30 students per session.

Sometimes it was necessary to spend an inordinate amount of time and energy on efforts to make small adjustments to meet the needs of CE students. Barat College has U.S. Post Office mailboxes for all students and faculty. They are used for all inter-college mail, for announcements, as contact points for professors with students, student with student, etc. With a large increase of Continuing Education students, most of them part-time, few of them receiving U.S. mail on campus, the question of need for mailboxes with locks was debated and the decision made not to make the financial investment in more mailboxes until need was established. To meet the immediate need, sets of available sign-out card slots were installed in the mail room so that CE students could at least have a point of contact. The installation of the mail-slots was a mistake. They did not meet the need. The open mail-slots were soon bulging with papers. When a student tried to remove hers, the papers from several neighboring slots came loose and fluttered to the floor. The most conscientious efforts to return them to the proper slot were futile. Open to view as they were, the bulging mail-slots confirmed in the minds of many the impression that CE students never use their mail boxes (another myth). To compound the frustrations of faculty, students, and OCE staff, mail room personnel had removed the names of CE students from the Student List posted in the mail room, listed them separately, and refused to pass routine notices to them. Small but very visible evidence that CE students were different, second-class citizens, not quite Barat College students. The mail-slots were considered by the decision makers to be adequate, though admittedly a make-shift arrangement. Mailboxes were promised for January 1974 and in January the promise was renewed for September 1974 when more mailboxes were finally built and installed. An additional bank of them was ready for January 1975. It was only in January 1975 that enough pressure was brought on mail room staff to have the students relisted into one Student List. In the intervening months, the U.S. mail was used for important communications to CE students.

During the Fall of 1973 it became apparent to the Faculty that there was a need among beginning students for a course on Study Skills. Because Jean Smidt had assisted one of the Psychology professors in teaching a similar course as an experiment, she was asked to teach Effective Study Habits for 1 credit hour for a seven week interval. She was released from office time to perform this function.

The course is intended to help students better organize their time, energy and effort in order to increase the efficiency of their study behavior. Topics discussed include note-taking, listening, comprehension, reading, memory, time-scheduling, examinations and paper writing.

The demand for Effective Study Habits has grown so that Jean is now offering the course twice a semester. The majority of students are in their first year of college. Only 10% to 20% are CE students.

Report of Project Director

The Local Program Fund was created to make possible a planned series of experimental endeavors, the exact nature of which could not be explicitly stated. $6,000 was allotted to be available to help meet the needs of the program. The Local Program Fund Committee members were Dean D. Hollenhorst, Mrs. Stanley Hillman, Teresa Marchese, Pat Sordyl, Joan Butzen (the last three CE students), Cindy Shepard (member of Student Governing Board and a resident student), Jean Smidt and Marguerite Cleary. The existence of the Fund was publicized. Proposals submitted and approved included a student-run orientation for CE students, a seminar on Change and Adjustment to College, a project to explore credit for experiential learning, a faculty workshop on some aspects of response to student needs, partial funding of day care facilities, improvements in library holdings on continuing education, Career and Life Planning workshop and materials, and an evaluation workshop to decide whether to merge and/or integrate the functions of the general administration and Student Affairs with those of the Continuing Education staff.

One of the projects most profitable for the returning woman as studnt was the one which put her in touch with a Commuter Assistant during her first semester at Barat. The commuter student typically does not respond to invitations to participate in campus events which are geared to the interests and timetable of the resident student. A mother of a family cannot easily trot up to school for a 9:30 pm meeting. (Surprisingly, a few women do!) Each year Barat College assimilates a large number of new Freshmen and transfer students. This happens with the help of trained Resident Assistants whose life-styles are the same as those of other students living in the dorms. The need for help with the orientation of a large number of commuter women into the Barat community became obvious. It was proposed that three students be trained Commuter Assistants. For many of the same reasons that RA's are in a better position to fulfill their role with residents, the CA's selected have been commuter CE's each semester since the creation of the program. (The possibility that resident students or typical age students be appointed as CA's was not excluded from the original thinking.)

Several experimental steps have been taken. Qualified students were recommended by students and faculty, interviewed, and appointed to serve as semi-professional members of the OCE staff. They were selected on the basis of their academic and extracurricular record, work experience, and personal qualities. They served in an advisory capacity to students assigned to them for a semester, providing an on-going orientation and personal support during the period of adjustment. The Commuter Assistants trained in an orientation and in-service workshop under the direction of the Dean of Students, the Director of Counseling Services, and the Director of Continuing Education.

Remuneration has been either a work-contract arrangement or a small stipend ($150. per semester). The proposal for a stipend for Commuter Assistants was met at first with opposition from the Budget Committee. When a proposal to use Local Program Funds for the stipends was refused (although funds for the Orientation were readily made available), Sr. Burke persuaded the Budget Committee to give the needed approval.

Report of Project Director

The Commuter Assistants have become valuable members of the OCE staff. The CA's attend staff meetings regularly and report quarterly to the Dean of Students as well. During the second semester that the program was in operation at Barat, CA's attended the two-credit, tuition-free Education seminar for RA's conducted by the Dean of Students.

Each new student is contacted regularly during the first semester of her attendance at Barat by a CA who gets to know her, works as laison with Faculty Advisors, offers assistance with scholastic, social, personal, and vocational problems if assistance is needed or requested, and helps the student to achieve a sense of belonging to the total Barat College community. On the pages following are Marguerite's proposal for a CA program as well as the application and contract forms used.

Several fine women have filled the position of Commuter Assistant since the inauguration of the CA program. It would be hard to overestimate the value of their share in making the CE program a success. (See pp. 21-24 following.)

The continuing education woman with young children who returns to Barat College on a part-time basis has an acute need for child care facilities during the time she is attending classes. Local preschools and day care centers refuse to make their facilities available to children either on a drop-in basis, or for only a few hours a day, a few days a week. These local centers are designed around rigid attendance patterns for the children and do not meet the needs of many women who prefer more flexible child-care programs.

Report of Project Director.

COMMUTER ASSISTANTS PROGRAM

January 13, 1974

What follows is a suggested adaptation from the RESIDENT ASSISTANTS PROGRAM.

Purpose:

To facilitate cooperative work among the Student Personnel Staff, Continuing Education Staff, the Faculty Advisors and the Continuing Education students, in order to:

a. Help new students achieve a sense of belonging to Barat College.

b. Help some students to seek and achieve leadership roles in the college.

In summary, to help all students develop as unique individuals who share the social trust of membership in the college community.

Selection:

Qualified students are appointed by the Office of Continuing Education to serve as semi-professional members of the Continuing Education Staff.

Commuter Assistants will be sèlected on the basis of their academic and extracurricular record, work experience, and personal qualities. They will serve in an advisory capacity to students assigned to them, specifically through an on-going orientation to college life and all that implies for a woman who has interrupted her education for a number of years.
They will participate in an orientation and in-service program under the direction of the Dean of Students and the Director of Continuing Education.
Remuneration will be either a work-contract arrangement or a small stipend.

Personal Qualities:

INTEGRITY: Wholeness, consistency, and purposefulness, that is she strives for personal wholeness, consistency, and purposefullness--She is able to deal constructively with reality, and can adapt to change without too many tensions and anxieties.

INTELLIGENCE AND GOOD JUDGEMENT: She can accept the other personal commitments and demands of this position along with her academic responsibilities. She has an intelligent appreciation of educational excellence. She is able to learn easily and interpret the campus climate and "administration" to the other students.

Commuter Assistants Program - page 2

Personal Qualities:

ACCEPTANCE of self, capabilities and limitations and of others. She likes students and they know it. She respects students' rights to be unique, not necessarily endorsing everything but always appreciating the individual student. She keeps confidential what students tell her. She concedes the right of students to refuse help. She knows when to refer students to experts or professionals.

COMMITTMENT: She has a deep sense of responsibility to people and the courage of her own thought out convictions. She is truly concerned.

Responsibilities:

In general, as a member of the Office of Continuing Education Staff, the Commuter Assistant is responsible to the Director of Continuing Education and to the Dean of Students.

(Get Betty's o.k. on this)
She promotes the personal welfare of each student assigned to her.
Specifically, her work is communication. She sees to it that each new student has initial contact with her faculty advisor.
She is concerned about the entire student group as the dynamic life of the college.
She acts in the capacity of public relations for Barat. She is aware of and concerned about college life.

Specifically:

In-Service Education:

Returns to college early and attends the Student Personnel Workshop and orientation program.
Attends and participates regularly in staff meetings weekly or bi-weekly as needed.
Confers with the Director of Continuing Education weekly Or bi-weekly as needed or directed.

STUDENT ORIENTATION:

Attends all orientation functions to receive the same information as the new students.
Becomes knowledgable about Barat's academic offerings and the specific needs of Continuing Education students.
Makes initial contact with each new student assigned to her and sets the tone for future meaningful relationships.
Meets with small group of new students assigned to her regarding the Academic Program and adaptation to college studies after an interruption of some years.

Commuter Assistants Program - page 3

ON-GOING RESPONSIBILITIES:

Meets regularly with the group of students or individual students assigned to her to achieve effective communication and harmonious group experiences in college.

Gets to know each student in her group.

Offers assistance to students with scholastic, social, personal, or career concerns.
Refers students requiring professional help to appropriate sources.
Is sensitive to and aware of social problems and difficulties that arise and takes means to alleviate them.
Serves as laison between students and members of the Continuing Education Staff and the Student Personnel Staff.
Attends Continuing Education Staff meetings as needed.
Accomplishes the above by being available 15-20 hours per week for group or individual needs. Keeps a tally of the time she actually spends on the job and submits it weekly to the Director of Continuing Education so that we can learn just what the demands are on her time during the experimental stage of this program.

Report of Project Director

BARAT
COLLEGE
LAKE FOREST
ILLINOIS
60045

OFFICE OF
CONTINUING EDUCATION

Name:

Appointment: COMMUTER ASSISTANT

Period:

Stipend: $150.00 per semester

Duties: Work with Faculty Advisors, the Continuing Education Staff, (and Counseling Staff as needed).
to promote effective communication.
to help new students to achieve a sense of belonging to Barat College.

Participate in the students Continuing Education staff meetings when scheduled.

Make initial contact and get to know each of the 10* or more students in the assigned group. (*Maximum 24)

Offer assistance to students with scholastic, social, personal, and vocational problems.

Refer students requiring professional help to appropriate sources.

Confer with the Dean of Students at least once each quarter.

Meet frequently with the women in your group regarding their Academic Program and related needs. Communicate to them the current College interests.

Be available by Monday of the last week in August for a few days to attend the Student Personnel Workshop and Orientation program.

Be available about 15 hours a week to students in your group.

DATED : ______

For Barat College: ______________
President

Appointee: ______________

Report of Project Director

Beginning October 1972, Barat attempted to fill the need for a flexible child care service by providing on-campus babysitting. For a few hours a day, as needed, the Financial Aid Office staffed the service with students on Work Study contracts. In order to expand the job opportunities for needy students, it was decided to open the babysitter job to students receiving financial aid under either Barat employment or College Work-Study. The students who are babysitters are paid on an hourly basis ($1.75-$2.00 per hour) under the work contract. To start, they were responsible for managing and supervising the operation and reported to the Director of Financial Aid. Mothers found it convenient and inexpensive. Milk and cookies were provided for the youngsters. Children brought their own toys and playthings.

In September 1973 when over 100 new continuing education students were attracted to the campus, the service, still the responsibility of the Financial Aid Office, was expanded to 8:30-3:30 five days a week. There was a moment of administrative panic when a pre-registration survey showed requests for 323 babysitting hours a week. The problems that had existed with a few children were compounded with numbers: the lack of planned activities for large numbers of small children, the hourly rotation of babysitters, the inevitable confusion during the interval between classes, with mothers bringing and taking their children at the same time the student babysitters were arriving and departing. There was no provision for diaper changing but inevitable needs developed. During the semester, some mothers withdrew their children because they did not want them in an unsupervised situation. One or two had to withdraw from college as a consequence.

Several efforts were made that year to provide the needed coordination and to provide a creative atmosphere for the children. Some work study students were better than average. One of them assumed the supervisory responsibility. But when course demands were heavy, babysitters preferred to read and study during work hours rather than watch or play with the children. Complaints from mothers poured into the newly created Office of Continuing Education with frustrating regularity and were referred to the Financial Aid Director. The Education and Psychology Departments watched with dismay from the sidelines, for they saw the wider educational potential of the presence of numbers of small children on the campus.

Continuation of the service was very important to those women who were just barely able to pay the tuition, and for whom expensive child care would have made the cost of education prohibitive. Barat had attracted women with pre-school age children to resume their college work and had made babysitting an attractive part of the package. The Director of Financial Aid was willing that Work Study students be assigned to the babysitting jobs, provided that someone suitable be named to supervise them. In the Fall of 1974 the Administration was persuaded to stretch the budget and to hire a full time Director. The expanded facility was renamed the Children's Center and the Director opened the Center in the Fall of 1974 with donated toys and a very modest budget. However, inspite of the modesty of the facilities, both mothers and children responded enthusiastically.

About 50 children attended regularly each week, coming and going according to their mothers' class and study schedules.

The Psychology Department was interested in expanding the scope of the Center; their students study child development and would appreciate observation experiences in a better equipped environment. The Education Department saw the potential of a Children's Center and strongly supported its growth. In conjunction with the Psychology and Education major, a sequence of courses leading to certification in Early Childhood Education is offered at Barat College. This commitment to early childhood education is a natural complement to the Children's Center.

In October 1974 the Education Department requested and received a disbursement of funds from the Local Program Fund for furniture, equipment and materials to incorporate the Center into a developmental program based upon the individual needs, interests, abilities and attendance patterns of the children. Simultaneously there was launched an effective donation campaign among Barat students for children's furniture, manipulative materials, and "housekeeping corner" items.

During the month of January, Barat's semester break, the Merrill Lounge, new location of the Children's Center became a place of noisy activity while volunteers--Education Department professors, mothers, students in the Early Childhood Program--unpacked the cartons of materials they had helped to choose, moved furniture, sawed, hammered, nailed, and fashioned the bright, sunny lounge into the facility they had helped to design a charming, authentic, early education setting for small children. The expanded Center is now providing opportunities for education students to observe children, to help design programs for them, and to work with children under the supervision of the Director. The Education Department in turn has taken over the responsibility for the Children's Center and has begun to supplement the staffing of the Center with enthusiastic and competent help endeavoring to provide the best possible program for the children. The Office of Continuing Education has played no small part in this growth.

By summer 1974, need for a faculty development workshop became evident. The presence of two generations of students had generated new problems in the classroom. Students were asking for credit for experiential learning. An opportunity to address these questions came in September 1974, when the use of Local Program funds was approved for a Faculty Retreat. Continuing Education was originally scheduled as a separate subject on the agenda. However, it was decided that CE students came into the discussion more naturally in connection with the academic concerns that were addressed.

The Career and Life Planning program that has developed at Barat College this year has attracted significant numbers of students to take part in the workshops and courses and to use the improved facilities for research. Student members of the Local Program Fund Committee urged that top priority be given the request for funds to further develop Career and Life Planning opportunities. Women working with the Director of the Career Planning Office have clarified the choices of major and career. During the process they have identified skills and goals, and translated these into job expectations and alternatives. Response has been most enthusiastic.

A great deal of time, energy, labor, and travel has been given by Marguerite to the development of a process by which Barat will give Credit for Experiential Learning. A major breakthrough was made when Local Program Funds were made available for Barat's participation in CAEL: Cooperative Assessment of Experiential Learning. Making use of CAEL Working Papers resulted in the development of a procedure that Barat will implement beginning September,1975.

The women who have come to Barat through the Office of Continuing Education are seeking to do just that: continue their education. They come to Barat from relatively affluent backgrounds, from fairly well educated families.(Rarely has there been an applicant whose husband's education was not beyond her own.) Most have had at least some college education themselves. These women usually have fairly clear-cut goals. They range from getting a degree in a well-identified field to a search for more general personal challenge and enrichment.

Although returning to school is the woman's own idea, the more help and encouragement she perceives from her husband, children, friends, professors and advisors, the more likely she is to return to school, to stay, and to enjoy her studies. The decision to return has been preceded by thought and discussion about how family demands and school responsibilities can be accommodated. She expects to be able to manage successfully without major disruptions in her roles as wife, mother, or worker, and she usually does. When she expresses concern that she is not giving enough time to her family, these worries are expressed in a context of positive comments about her college experience. Few of them need psychological counseling. Rather they are in need of support, encouragement, and specific goal related advice, hours and hours of it.

What impact has this group of women had on Barat College? There has been the significant increased enrollment of tuition-paying students. Just as the hope for increased registration showed realistic expectations for the residential area in which Barat is located, so too have the education-minded communities produced degree-bound women of exceptional academic success. The range of their interests is about the same as that of the younger students so few new courses or sections have had to be added.

An exceptionally positive impact has been made by Barat College instructors and course materials. The CE students find their studies demanding and challenging. The faculty in turn are delighted with their preparation and participation and are happy to assist them with the adjustment difficulties that some students have after being away from the classroom for a number of years.

From the start, the Office of Continuing Education became a place to refer all the concerns of CE students on the campus. Initially OCE was asked to take responsibility for Admissions, baby-sitting, the coordination of the School Nurse Endorsement degree program, the administration of the CLEP examination, coordination of the CE academic advisors, communications to the students, even, by some, responsibility for women who were too vocal in class--all that concerned them and affected the college during the hours they were present on the campus. It became the self-imposed task of OCE to rechannel as many responsibilities as possible, to make clear the nature of the office, and to do what was possible.

The unique needs of Continuing Education students are more commonly those of the commuter student than those of the resident. As a college geared to resident students who made up the major portion of the student body until the advent of CE's in large numbers, Barat was well organized to identify new needs as they appeared and to find ways to meet them. To do the same for CE students, the college has needed to adapt some of its structures and procedures. To effect changes in policy and attitudes has easily been the most difficult part of Marguerite's job.

Students have turned to OCE for information and help when they did not know the right door to approach with a dilemma. College personnel who could make needed adaptations were alerted when there were not existing or adequate structures to meet needs. OCE staff heard appeals for more flexible library regulations, use of I.D. cards in the student cafeteria, changes in staff attitudes towards CE students, provision for campus communication, child-care facilities, lounge facilities, coffee purchase during breaks between classes, courses scheduled during more convenient hours, better parking, the listing could go on. One of the most important functions of OCE has been to hear these requests and to respond with personal assistance, direction towards college department advisors, alert

Commuter Assistants to follow up with peer support. The Office has become a drop-in center where women come to search for information, support during family crises, help with course problems. Here they have found a welcome, personal attention, a place to identify. When something was working well for them, they returned to share their enthusiasms.

The insistance of the Admissions Office that OCE assume all responsibility for the admission of CE students had important consequences. It tended to obscure the true nature of OCE as a place where women were initially welcomed, and given personal attention during the period of decision about college and college goals, a place to identify until they were at home on campus, a source of service, and a communication center. Furthermore, this adminsitrative structuring removed CE students from the regular channels of college life as effectively as if it had been planned that way -- by excluding them from regular mailings(thought to be so geared to the typical age resident as to be of no interest to CE's),from routine mail room listings, from routine assignment to academic advisors. Temporarily it made OCE into a place with much responsibility, some influence, and little authority.

The discontent that has spread among the younger students, at first verbalized as "those women who dominate the classes" has more recently been acknowledged as discomfort with the presence of challenging competitors who come to class well prepared and ready to exchange views with other students equally well prepared. Mature expectations and performance, serious-mindedness, deeper levels of insight have added new dimesnsions of stimulating interest and participation to the courses. Most of the CE students relate well with other students in their departments regardless of age, and prefer to give what time they have at school to contacts with those studying in the same fields rather than to those other students who happen to be in their age group.

Fear and resentment on the part of the typical age student have been mentioned several times in this report. Other colleges and programs report that they do not experience it to such a marked degree. This is a concern of the younger student at Barat. Most CE students are not aware that they are a "problem" population. There have been instances in which a young student has tried to dump her resentments on an older one, and the older woman has refused to take responsibility for what other women have done or are rumored to have done. Some good cross-generational relationships have developed as a consequence of confrontation and discussion. Others in both age groups are not so mature and tangles have resulted. Sometimes these have been worked out and sometimes not.

Why have antagonisms developed? Explanations are relatively easy, solutions are not so facile. Barat is a small college, grown to half again its size in a short 1½ year period. The new situation is a cross-generational one involving highly motivated women, in an all-woman college. The college has done little long range planning at any level. The CE program has just grown. More direct approaches to the myths, rumors, resentments about the CE student must be taken by the Faculty, Student Affairs, Student Governing Board. The CE student is unlikely to take any initiative in a situation that is simply not a problem for her.

Barat College is now nearly 50% commuter students. As much because of their individual situations as for any action or non-action on the part of the college, commuter students have always been on the fringes of college life. Few of them, until the coming of large numbers of CE students, actively shared in the cultural and social activities. The successful efforts of the Office of Continuing Education to socialize commuters and to keep them informed have demonstrated that positive efforts can make them more a-part of the college community.

Suppressing the Office of Continuing Education will not make needs go away; no one thinks it will. The Student Affairs Staff has plans for next year to develop a communication center available for all students. The pains of adjustment and adaption will probably continue to cause tensions. But Barat College has always had the capability to adapt. The CE program is well launched. The terminology "Continuing Education" student will best be dropped. 130 new students in this category are expected next September. The development of the program has been a stimulating challenge. Contacts with older students have been tremendously interesting. The future of Barat College is more promising because of their presence on the campus.

APPENDIX A

A SURVEY OF THE SIMILARITIES AND DIFFERENCES BETWEEN CONTINUING EDUCATION AND YOUNGER STUDENTS

by
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(Note: because of this study's length, it is attached separately at the end.)

drawn upon extensively for the discussion to follow on administrative impacts. The seven reports, referenced by appendix letter, are as follows.

→ Appendix A: A Survey of the Similarities and Differences Between Continuing Education and Younger Students, by Dr. Paul Hettich, assistant professor of psychology at Barat. Dr. Hettich's report was the main "paper and pencil" research endeavor of the series, employing both the standardized College Student Questionnaire Part 2 and a locally constructed Institutional Activities Questionnaire on sample groups from the total student body. Hettich's data are a rich source for description of the new student population at the college and for wider opinion on the project.

Appendix B: Summaries of Four Tape-Recorded Conversations about Continuing Education at Barat, by Dr. Audrey Borth, professor of education at Lake Forest College. Dr. Borth, a former Barat faculty member and specialist in classroom research, came to be involved because of her knowledge of Barat but present separation from it. She arranged, led, taped, and analyzed a series of semi-structured group discussions centering on issues raised by the project, the first involving returning women, the next faculty, followed by younger resident students, concluding with a mixed group of older and younger students. The Borth summaries are an excellent source of first-hand spoken reaction; not so incidentally, the conversations themselves, by involving opinion leaders, raised the level of campus dialog about continuing education.

Appendix C. Summary of a Fifth Tape-Recorded Conversation about Continuing Education, by Caroyl Westphal '75, a student assistant in Barat's office of institutional research. The Borth conversations were spread through the 1973-74 academic year, the first of the grant; Ms. Westphal, as a learning experience for herself and contribution to the project, replicated Borth's procedure in the fall of 1974, near grant's end, providing a further source of information on many of the

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P Hettich
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